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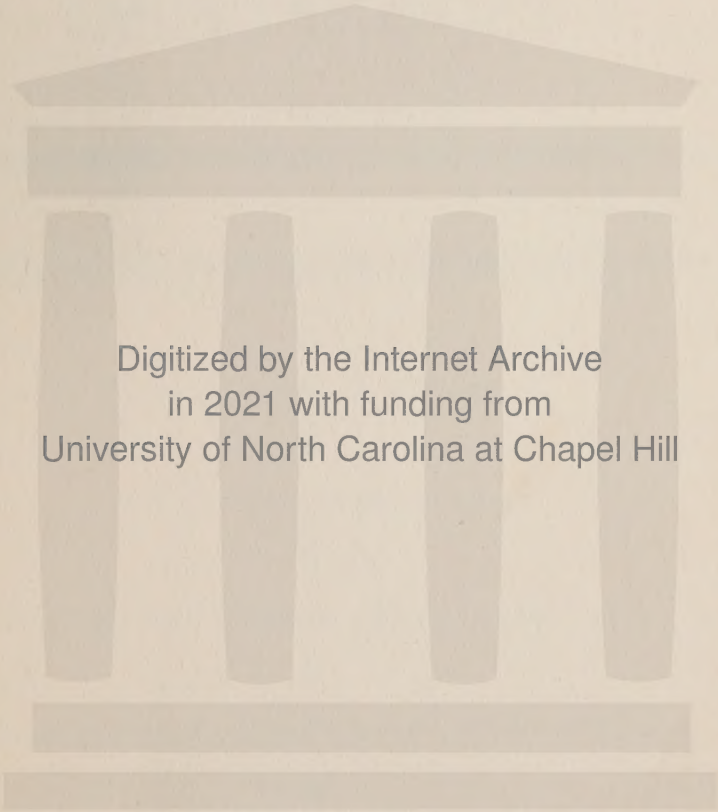
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AMONG NEGROES

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EDITORIAL COMMENT

ANOTHER YEAR BEGINS

THIS issue marks the first anniversary of The National Educational Outlook Among Negroes. As we enter our second year of publication we eagerly look forward to the revival of contacts with former readers and the formation of new friendships.

The "Outlook Family" has steadily grown during the past school year, and the expansion of our subscription list took a tremendous jump during the summer. It is estimated that we are beginning this publication year with approximately 30,000 readers. We appreciate this expression of approval and goodwill by our constituency, and shall endeavor to render an even better account, in the future than in the past, of our stewardship in the promotion of more and better education for all the people. But we need your continued help. You, our readers and contributors, helped to make the magazine a success during its first year of publication. With the increased service it will be called upon to render to an enlarged constituency we shall need to rely upon you more than ever for contributions, suggestions, questions. Tell us what you like most; what new features should be added; what old ones deleted; where we can find the story of an excellent educational job; what teacher is using a method that may be generally applicable; who, of the "old guard," has served the cause of Negro education for a half century or more?

If *you* cannot assist in any of the ways requested, please pass on the request to someone else. If you have liked the magazine, tell your associates and friends. Urge them to subscribe to *their* only National monthly educational magazine. There is no better advertisement than that which is passed on from friend to friend. By helping this magazine grow and succeed you are helping yourself. You are assisting in laying a solid foundation for the professional growth and advancement of Negro teachers everywhere.

A BRIGHT OMEN

WE are pleased to announce an arrangement with the American Teachers Association whereby this magazine will serve as the National organ of that Association.

When the sponsors of the magazine were approached last year by the officers of the A. T. A. concerning the possibility of effecting such an arrangement, they were receptive to the proposition because it appeared to offer an opportunity (1) to enlarge the professional service which

the magazine was attempting; (2) to assist in achieving some of the major objectives for which it was designed; and (3) to enhance the professional spirit and outlook of Negro teachers. That we were able to reach a mutually satisfactory agreement is an indication that the same high motives and purposes actuate both groups of leaders. That the Association approved the plan recommended by their Board of Trustees at their Tuskegee meeting, bespeaks the goodwill which the magazine has created throughout the country. All this is a source of gratification. It is not only an opportunity to extend our services, but a challenge to improve the quality of that service.

A definite department will be devoted to the activities of the Association; thus, in addition to having a section of the magazine carrying features of special interest to them, members of the A. T. A. will also benefit from the variety of offerings, characteristic of the best monthly educational journals, with special emphasis on the improvement of all phases of the education of Negroes.

EDUCATION IS POWER

THE doors of opportunity at approximately 28,000 schools and colleges will open this month to receive nearly two and one-half million Negro children and youths. Although, we, like all other Americans, have great faith in education, it is important that we remember that it has no *magic powers* save as we invest it with them. That is particularly true in a civilization of which it has aptly been said "the only permanent thing about it is *change.*"

When we consider the lack of educational facilities in many of the schools which our boys and girls will enter this month, what is offered can hardly be dignified by the term "opportunity." And yet, somehow, we, the teachers, *must find a way* to help these millions of boys and girls to grow into wholesomely integrated and adjustable personalities. Without school buildings, equipment, books, and a hundred and one other things expected of a good school, the job, of course, will be difficult. But, *we the teachers, must find a way.*

Knowledge and skill are necessary. No stone must be left unturned to furnish accurate knowledge and develop effective skills. In addition, there are a few other qualities which are most essential in a changing social order, and strangely enough, they can be developed with a minimum of equipment. They are (1) discipline; (2) imagination; and (3) courage. A disciplined mind, a disciplined hand, a disciplined spirit, which sense the importance of thoroughness, order, industry and team work are more necessary today than ever before. A constructive imagination which will assist one to see new possibilities in the old, to create opportunity where others fail, to adjust to the ever changing materials and processes must be possessed if one is to make progress now and in

the future. Courage of conviction, courage to try, to adventure in new realms are demanded of him who would survive today. There are more things to fear in our modern civilization than there were in the dark frontier days. Fears that have their roots not in physical danger, but in the mental, social, and spiritual life. To overcome them requires a courage based on intelligent understanding of the forces about us.

It is a challenge to the more than 60,000 Negro teachers to use what they have in providing Negro youth with these qualities so lacking in them and yet so greatly needed by them. This year offers us another opportunity to accept this challenge, and thus to invest education with *magic powers.*

Our Above-Average Children

Howard H. Long

One of the most important assets of a community is the kinds of individuals who compose it. There are at least two areas of evaluation. First, what have been their experiences, their education and their training, formal and informal? How have these experiences affected their emotions, their attitudes, their intellectual equipment, and the way they use them? Second, of what stuff is their original nature made? Is it good in respect to the inherited bases of their physical and mental organization? These queries silhouette an age-old problem, nature versus nurture. Both the popular and scientific estimates of these swing like a pendulum between extremes. The eighteenth century saw a swing in the direction of nurture. Beginning about the middle of the nineteenth century there was displacement toward the opposite extreme. The movement flourished during the second decade of the twentieth century. Today we witness a marked balance and sanity in scientific circles. It is believed that they are two sides of a whole and are functionally inseparable.

Through all of the conflict of opinion and assertion the scientist sees the tremendous importance of both nature and nurture. Notwithstanding their inseparableness, it cannot be gainsaid that nurture is the more fundamental of the two. This would seem to be self-evident to anyone who has given study to this question.

Measuring Mentality

During the first two decades of the present century there came into use instruments which enable us to identify children with high mental endowment, provided their life experiences have been of the normal sort. These instruments are mental tests. They do not measure either nature or nurture in isolation, but they are the most effective instruments known

for the estimation of the brightness or mental endowment of children. Much confusion has been caused by those who ought to know better but who urge that the IQ does not tell the whole story about an individual. Of course, the proper retort to such a straw-man is "Who claims that it does?"

Schools Neglect the Bright

It is the belief of the writer that one of the most important educational objectives for Negroes, just as for other people, is that of conserving, developing, and guiding the bright children among them. In practice our schools are probably much more concerned about the backward or handicapped than about the gifted child. There is, in fact, some impatience with the bright child. He is annoying because of his intellectual curiosity, and often his superior mental endowment unwittingly elicits a certain pedagogic antipathy. Thus, by both teachers and parents the bright child is neglected. The bright child is a generation's greatest natural resource. If he be possessed of the proper character traits, he may be expected to march in the vanguard of progress. He represents the finest possible investment of educational funds. There ought to grow up in our schools more of the specialized classes which have for their purpose the all-round training of bright children. The dull and handicapped should not be neglected, but those at the other end of the scale of human possibilities should at least be given equal attention.

We have analyzed a random sampling of 9,526 children in the public schools of Washington, D. C. The age range was from six to eighteen years. There were 4,216 boys and 5,310 girls. The IQ's of the above-average children distribute by sex as follows:

Sex	110-114	115-119	120-124	125-129	130-134	135-139	140-144	145-149	150-154	155-159
Per Cent of Boys	42.0	26.1	13.1	9.6	4.2	3.0	1.1	.5	.3	.2
Per Cent of Girls	40.1	26.8	14.5	8.3	5.6	2.2	1.4	.7	.2	.3

Comparison of Boys and Girls

A striking fact about the findings is that although the sex ratios in the earlier grades and ages are approximately equal, 20.5 per cent of the girls are above average whereas only 15.7 per cent of the boys are above average. The relative contributions of the sexes to the group of above-average children are surprising in view of the high school mortality of the boys. Usually we expect that the duller children drop out of school earlier on the average, but the facts suggest the possibility that among colored boys, the brighter ones leave school earlier. Whether these percentages reflect a difference in environmental influences or in the inheritance of the two sexes is not evident and lies aside from the main concern of this paper.

We emphasize that schools in general are not making anything like the possible provision for the above-average child that his potential value to society warrants. His care is like a two-edged sword. If we effectively build into the gifted child habits of industry, ideals of justice, and the proper social perspective, he becomes the most important means of race improvement. If we neglect him his wits may become a sharpened dysgenic influence making for racial retardation and degeneracy.

Birthdays

A Unit of Work. 1B Grade

Luella G. Cavalier

I. How the Activity Began

A. Children's Interests.

On the opening day of school the children and I talked of our experiences of the past summer. It was an exciting moment because as we talked we found ourselves all talking at the same time. We soon realized that was not the thing to do because each one had something to tell if given a chance.

In telling her experiences one little girl suddenly said, "My birthday is Saturday, September 11th." On asking "How many have a birthday this month?" we soon found that another little girl had a birthday on the day school opened —September 9th. Soon many gave their birthday dates. A little girl said, "My mother was the first one who told me that my birthday is October 18th." There was much enjoyment expressed in answering yes to my question, "Do you think you would like to talk about birthdays?" Then followed such questions and answers as "What can we do for birthdays?" —"Give gifts," "Have a party," "Send cards." "What do you do at parties?" "We play." "We eat ice cream and candy." "We drink punch." "Can we have birthday parties in our room?" "Yes."

II. How it Developed

Very soon we planned our work together for a very happy time in our room.

A. Problems Encountered.

1. Helping children to make evaluate, and execute their plans centered around birthdays in terms of needs, interests, and purposes.

2. Planning for birthday parties in the room as an outgrowth of regular classroom work with each subject functioning as far as possible.

3. Deciding the frequency, place, date, and time of parties and who should be invited to them. We decided to have a party each

month. Because of the part-time classes, we decided that children with birthdays who were in either the morning or afternoon classes could come together after school on the date to be chosen by the children. Parties were planned for near the end of the month. All parties were to be given in the regular classroom and the number of children at each party limited to 25, including honorees and guests, the guests to be classmates who do not have birthdays in the current month. Since the unit was in its initial stages when only a short time was left in September, after the opening of school, it was decided that the September children would have their birthday party with the October children.

4. Deciding on means for financing the parties. On October 12th, the Room Club Mothers met and organized for the 1937-38 session. At this meeting the plan of our unit was presented and accepted by them. Once each month the Mothers have met in an effort to make their and other children happy.

B. Set Up.

The children, under guidance, plan decoration scheme for each month.

1. September and October—Hallowe'en Birthday Party. Color scheme: Orange and black. Decorations: Black cats and owls.

2. November — Thanksgiving Birthday Party. Color scheme: Autumnal colors—Orange, brown, red, and yellow. Decorations: Turkeys and pumpkins. (Plan not carried out because school closed for State Teachers convention.)

3. December—Christmas Birthday Party. Color scheme: Red, green and white. Decorations: Christmas candles, symbols—holly.

4. January—New Year Birthday Party. Color scheme (a special feature): Snow party — white and silver. Decorations: Baskets trimmed in white and silver.

C. Special Features.

There is a special birthday cake for each party with a candle for each child who has a birthday in the current month. We planned for one large cake for the September-October party, individual cakes for the November-December party, and a large cake to be made by a mother for the January party.

This unit takes care of children who have birthdays in the summer when the school is closed by letting them share in the parties given each month. By this method each child has a chance to attend his own party and be a guest at another party. Each month a birthday party climaxes a phase of work centering around the unit of work, Birthdays.

III. How Subject-Matter Functions

A. Language.

1. Aims: To encourage pupils to talk freely; to develop correct oral expression; to begin developing harmony in good speech habits, and to lay the foundation of "sentence sense."

2. Content and Material: Oral language, outgrowth of experiences centered around plans for birthday

BIRTHDAY PARTY, 1-B GRADE, VALENA C. JONES SCHOOL, NEW ORLEANS, LA.

parties, meaning of birthdays; written language, outgrowth of experiences, composition of original charts and invitations; story-telling, first hand experiences, stories that tell about birthdays; picture collection of scenes of birthday parties; conversations and discussions about birthdays.

3. Related Activities: Making decorations for birthday parties; working out a color scheme and recognition of it for each party; taking pictures of children each month for Birthday Book; listing names of children born each month; sending message to mothers explaining the method of selection of children as guests.

4. Teacher's Part: Sending message to parents telling them they have been selected as guests; centering December party around the Christ Child's Birthday; discussing table manners; carrying on activities in planning for the parties.

B. Reading.

1. Aims: To create a feeling for desirable reading habits; to instill an appreciation for good books and the enjoyment of stories.

2. Content and Material: (Types —incidental, basal, supplementary.) Stories centered around "Celebration in the Home," birthdays, etc.; pictures of children; charts growing out of activities; birthdays of other people—Abraham Lincoln, Booker T. Washington, etc.

3. Related Activities: Reading from references collected by children and teacher, borrowing books from other classes; reading stories to children; permitting children to tell stories.

C. Social Studies.

1. Aim: To develop the group

idea and loyalty that will serve as a basis for future lessons in citizenship.

2. Content and Material: Duties of members of class—committee work; duties of Room Club Mothers.

D. Health.

1. Aims: Keeping clean hands during preparation of foods; how to plan menus; how to keep rooms clean; care in lighting birthday candles.

E. Patriotism.

1. Aim: To develop loyalty to the cause by giving each child something to do for the birthday party.

F. Science.

1. Aim: To teach children from where we get our food.

G. Civics.

1. Aim: To develop kindness, good manners, orderliness, cleanliness, politeness, and neatness (each child comes to school dressed for the party).

3. Related Activities: Setting up table, listing articles of food; preparation of invitations, executing plans.

H. Numbers (Quantitative experiences.)

1. Aim: To help children solve everyday problems within their experiences.

2. Content and Material: Arithmetic will be based on purposeful life activities centered around birthdays. The children's experiences are usually confined to the activities of the home, school, playground, and community—counting, measuring, writing, comparing, judging.

3. Related Activities: Use of calendar in finding out date of birthdays and room parties; counting number of children with birthdays and number of guests; planning type of invitation; making birthday booklet; listing articles needed for the party; listing ingredients used in making birthday cake; making candy baskets, cutting decorations, etc.

I. Penmanship.

1. Aims: To satisfy the children's social needs; to have children acquire correct habits in using writing materials.

2. Content and Material: Large blackboard and writing material at seats.

3. Related Activities: Writing invitations for classmates, principal, teachers, and other children; designing invitations; sending letters of thanks to parents.

J. Art.

1. Aims: To encourage children to express themselves creatively; to develop a love for good pictures.

2. Content and Material: Appreciation of beautiful decorations for party, of pictures of children attending parties, of cheery surroundings; learning how to get ready for parties.

3. Related Activities: Designing—cutting, coloring, painting, folding; creative work at tables; decorating room for parties; making a scrap book of things used at parties.

K. Music.

1. Aims: To awaken and encourage a love for good music; to call forth a rhythmic response to the music learned.

2. Content and Material: Songs and games centered around birthdays (to be used at the parties).

3. Related Activities: Listening to birthday songs; singing birthday songs; playing games; learning folk dances.

IV. Anticipated Outcomes and Adjustments

The children should be more interested in the ways that will help them to grow and develop into good citizens. Growth and development should be seen in the following:

Attitudes and appreciations, knowledge and understanding, habits, skills and abilities. The development of right personal and social habits, such as those relating to cooperation in home, school, and community.

A. Opportunities for Growth in Character:

1. *Self-Confidence:* The children will naturally be interested in "Birthdays" because they have helped to choose work and plan work.

2. *Responsibility:* The group will plan work, e.g., "Fun at the Party," individuals will be responsible for special committee work; special parts in simple dramatization which is the outgrowth of regular classroom work; guests will sing "Happy Birthday Songs," etc.

3. *Initiative:* Children will be encouraged to bring from home pictures, books, utensils and materials.

4. *Generosity:* Recognizing work and interests of parents, e.g., Room Club Mothers have pledged themselves to send donations for parties. One mother is official cake maker.

5. *Cooperation:* Appreciating work of others; recognizing parent-teacher and child-teacher relationships and learning a better idea of the interdependence of people.

6. *Perseverance:* Completing tasks started, e.g., folding napkins for our parties; work of committees in making candy baskets, etc. Carrying out the plans.

7. *Self-Control:* Handling materials, carrying out plans on the day of the party, e.g., decorating table, eating at tables, etc.

8. *Fairness:* Inviting our guests-classmates, former classmates; working out a plan to invite guests.

9. *Leadership:* Willingness to be a follower as well as a leader.

10. *Courtesy:* Learning the right of giving and receiving; courteous ways at party in asking for more refreshments; courteous ways of asking for and offering help.

11. *Accuracy:* Planning in an accurate way color scheme, decorations, refreshments; service, number of spoons, cups, napkins, etc.; amount of sugar for punch, much sugar to make a great deal of punch, etc.; counting number of cans of cream mothers need for ice cream; changing type of refreshments at each party, etc.

12. *Neatness:* Dress at party,

simple, neat clothing, cleanliness, cheery surroundings in our room.

B. Opportunities for Growth in Subject Matter:

"Birthdays" will be made vital in the child's experiences.

Reference: See material under "How Subject-Matter Functions in the Unit."

An acquaintance with fundamental facts about home, such as leisure time activities; better attitudes toward habits of neatness, courtesy and fair play in working together; an understanding of a usable vocabulary, ability to express one's self clearly; ability to read well; ability to speak well; appreciating the beautiful in colors, pictures, etc.; knowlege of solving every day problems within their experiences; appreciating good music.

V. Possible Culmination of Unit

Program for mothers in our room (outgrowth of regular classroom work).

Program to be given at Normal assembly.

VI. New Interests Which May Result from Unit

Correct foods to eat.

Study of milk.

Use of leisure time activities, e.g., "Fun in the Home."

New and Better Methods for Helping Library Readers

Marguerite Lovell

The Readers' Advisory Service of the New York Public Library is at present being carried on in a number of the branch libraries. At the 135th Street Branch, located in what is commonly called "the heart of Harlem," we feel that this service not only is much more than advisory but exploratory as well.

Purpose of Service

The goal is two-fold: (1) to help people find themselves through reading, and (2) to give them such reading as they can enjoy and appreciate. Already, in about nine months, there have been 48 interviews, 32 individual lists of books and 12 group lists for those who have felt a need of the service.

In every way possible we seek to become acquainted with the library readers and especially those who seem to have difficulty in using the library. This advisory service is not limited to the finding of specific books to satisfy specific needs, but it also aims to give assistance to those who do not know exactly what they want. Practically all persons who come to the library do want something and if through a brief conference with them we can determine what that something

is we can better serve them.

Many of our readers, because of their inadequate educational background or their inability to express themselves properly, hesitate to talk freely with the librarian. Incidentally, this is the same problem that teachers face in dealing with parents and with community projects generally. It is necessary, therefore, before making any suggestions regarding books and reading, to make friends with the reader. One of the rules the readers' adviser adopts might best be expressed in the Biblical lines: "I become all things to all men, that I might by all means save some."

This is only the beginning, but once the contact is made the rest is easy. These readers are then anxious and ready for the meetings of reading clubs, study groups and other such activities, and likewise very appreciative of the service rendered.

Interests of Readers

The location of our library enables us to study the readers as well as their reading. Surprising as it may seem, our observation shows that the Negro readers, representative of what is generally termed the lower educational levels, read far better books and seek to have a much broader knowledge of printed matter than many of the persons of other racial groups who are considered on a higher educational level. It is also noted that as a rule the working young people of high school intelligence who do read take little time for the lightest and — shall we say — "trashy" reading. They are greatly interested in non-fiction books and particularly those that they feel will be beneficial to them. Frank Bond's *Give Yourself Background,* and *How to Be Interesting* by Rogers are representative of the books that appeal to many of them. Numerous titles in practical psychology are requested, and even when asking for fiction very often they say, as did one young lady recently, "I want a novel that says something."

Let it not be thought that this service is only for public library patrons. High school and college librarians and teacher - librarians might profit from the experience of the readers' adviser is better correlating their books and students.

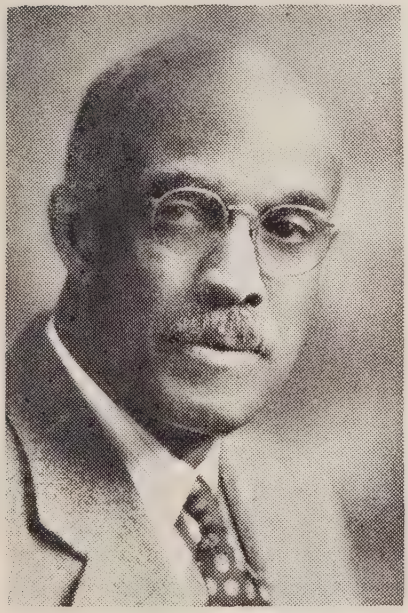
Service to Students and Teachers

The readers' adviser is often approached by students who, for practical or cultural or even for unexplainable reasons, demand information and advice far beyond the scope of their studies. Let us see exactly how such a student should be handled. First the librarian talks with him in a most informal interview. Her purpose is to find out something of his general reading knowledge and his major interests. She lets him do most of the talking and her part of the conversation, although not always with questions, is to lead him on. One book that he might begin reading while his interest is high should be given him then, and if a list is to be made or other titles suggested this should be done

within a very few days. The list of books must be short and include only those titles the student can understand. Aside from giving him desired information the librarian now becomes his friend, and with each added student friend she takes a step further toward the ultimate success of her work.

Wherever it is used, whether in public, school, or college libraries, those of us who have tried it think that this service which we have termed readers' advisory is one of the best and most practical methods of helping library readers. It is our belief that all libraries must eventually turn to such an activity if they are to meet the ever-increasing demands of a world where some people write books and others want to read them.

Service in the Field



W. T. B. WILLIAMS

William Taylor Burwell Williams was born in Virginia and attended the public schools of that state. He is a graduate of Hampton Institute and of Phillips Academy, Andover, Mass., and he took his A.B. degree at Harvard in 1897. For the first five years out of college he was principal of School 24, Indianapolis, Indiana. In 1902 he went back to Hampton Institute as field agent for the school and for the then existing Southern Education Board. He was soon transferred, however, to the General Education Board as field agent. Then in 1906 and in 1910 respectively he became field agent for both the John F. Slater Fund and the Jeanes Fund, which position he still holds with these Funds, now organized into the Southern Education Foundation, Inc. For 17 years Mr. Williams kept his headquarters at Hampton Institute, where he also taught in the Summer School, and served on important committees and as editor of the *Southern Workman.* In 1919, in addition to his field work for the Slater and Jeanes Funds, he went to Tuskegee Institute as adviser to Dr. R. R. Moton, Principal. With the organization of college work at Tuskegee Institute in 1927, Mr. Williams was made Dean of the College. He served in this capacity till 1936 when he was chosen Vice-President of the institution, the position he now holds.

In all these years Mr. Williams has worked in connection with two of the outstanding, constructive institutions in Negro education as well as with several of the more influential philanthropic boards operating in this field. His work has kept him in constant contact with leading white educators of the North and with school officials of the South as well as with outstanding colored men and women in Negro education. He knows the Negro colleges as few, if any other, men know them. Through the 472 Jeanes teachers with whom he works he has gained a broad understanding and a deep appreciation of the rural elementary schools and of the County Training Schools. Mr. Williams has been a member of several educational commissions sent by the Federal Government and other agencies to Haiti and the Virgin Islands. In recognition of his services in Negro education he was awarded, in 1934, the Spingarn Medal. He assisted in creating the Negro Organization Society in Virginia; he has taken active parts in state teachers' associations; and he helped in the organization of the National Association of Teachers in Colored Schools of which he was president for two terms. He has been helpful over a broad field in Negro education and he is as widely and doubtless as favorably known among all classes of students, teachers and officials in colored schools as any other man.

The Peculiar Child

Alphonso A. McPheeters

In a democracy, the problem of educating all of the children in order that each might be able to function normally and intelligently, is not an easy task. When we realize that there are more than twenty-eight million enrolled in the American school system, at a cost of approximately five billion dollars, it is evident that the above suggested task can be realized only in terms of a program of mass education, that is, a recognition and development of individual differences within academic classes. This is especially true of our small city and rural districts. Thus, in this situation the task of detecting the abnormal behavior of children is primarily that of the classroom teacher.

Exceptional children might be classified into three groups. Namely: (a) the physically handicapped, (b) the mentally deficient, and (c) the socially maladjusted. Let us conceive of exceptional children as that group with normal intelligence, yet functioning abnormally because of physical, emotional, and educational handicaps. These handicaps can to a marked degree be detected and improved.

The Physically Handicapped

When a statistical picture is painted of the physical condition of the children of our schools, we cannot but ask, what can be done in order that they might have life and life more abundantly? Herbert Spencer, an English writer of the nineteenth century, stated as his first educational activity, self-preservation, that is, the maintenance of life and health. If we were to make a study of some of the recent objectives of education, we would find health in most instances named as the first. This status of health as a goal for the future demands of life and work has done much to arouse a health consciousness and the development of health habits. However, the task of making a healthy student group has just begun and in many situations a new approach must be used.

The Emotionally Handicapped

To the observant teacher, many of the problems of our normal pupils which make for abnormal behavior could be conceived and approached from a study of the emotional responses of the pupils. While supervising a group of boys during the play period a few years ago, the writer noticed that each day one young fellow sat off from the group and seemed lost in his thoughts. Upon asking a co-worker about the action of the boy, this was the reply: "He is a good boy but a very peculiar chap."

Many teachers toiling day after day with active little souls are prone to appreciate those of the group whose guidance does not necessitate the exertion of much energy. We fail to see that the good child is often peculiar because of goodness. And, to know why he or she is good is to know why the peculiarity. Is it normal for the adolescent boy or girl not to be active and sometimes mischievous? An attempt to answer a few similar questions of this nature is to realize that peculiarities, and at times goodness, are symptoms of something wrong. To find the cause often means the freeing of a life to grow and express those characteristics which are normal and desirable.

The toll from emotional maladjustments is great. For, not only is the body in a wrought-up condition physically, but much of the energy necessary for mental and intellectual development is usurped.

The Educationally Handicapped

The third handicap of children which brands them as peculiar is educational. In schools where testing programs have been conducted over a period of years, it has been found that there is a marked difference between the ability of students and the extent to which they achieve academically. To attempt to justify this situation in terms of any one factor would by no means reveal the whole truth. However, the writer is of the opinion that the primary cause of educational inefficiency is due to distorted attitudes, improper study habits, and a lack of adequate information.

Teachers should conceive of their task today not simply as that of imparting information, but developing within our youth desirable attitudes

toward a task, the selection of techniques and methods for getting things done, and the building of worthwhile habits. These, thought to be our educational essentials, are transferable, and must be considered in any effective program of education. A pupil missing in any one or more of these essentials is often branded as dull and, if the impression is given of being disinterested or indifferent, the pupil is referred to again as the "peculiar child."

In our enthusiasm for the care and development of exceptional children, let us be mindful of the group with normal intelligence, yet functioning abnormally because of physical, emotional, and educational handicaps. These handicaps can be detected by the classroom teacher and improved. In this connection the task of the teacher is threefold:

(1) To make a special effort to recognize peculiarities of pupils at play and in the classroom.

(2) To seek causes for the behavior and apply appropriate first aid.

(3) To be able to offer suggestions as to special or professional aid in chronic cases.

Modern Torch Bearers

In the June issue we published a group picture of most of the Negroes holding executive positions in the Federal Government at Washington. The following is the first of a series of brief sketches of the offices over which these executives preside. We are presenting them in an effort to give our readers an opportunity to become better acquainted with their functions and services.

The Office of the Specialist in Negro Statistics, Bureau of the Census, United States Department of Commerce

The recent retirement of Mr. Charles E. Hall from active duty as the Specialist in Negro Statistics of the Bureau of the Census brought to a close his record of 38 years of service with that Bureau. It also brought to the attention of Negroes everywhere the types of services rendered them by Mr. Hall's office.

In 1904 the Bureau of the Census published Bulletin 8, entitled "Negroes in the United States" and presenting statistical data concerning the Negro population. In 1915, Bulletin 129, "Negroes in the United States," was published. This was a monograph which presented statistical data from the 13th census (1910). The material for this 207-page volume was planned and arranged by three Negro clerks.

In further recognition of the public's interest in data dealing with the Negro population, the Bureau published in 1918 an 844-page report entitled "Negro Population in the United States, 1790-1915." Data for this report were prepared by Robert A. Pelham, William Jennifer, and Charles E. Hall, Negro clerks in the Bureau. This report consisted largely of reproductions and adaptations of tables published for each census from the first to the thirteenth inclusive, 1790-1910, and also a chapter on Negro mortality for the year 1915.

Up to 1934, all inquiries and matters relating to materials dealing directly with the Negro population were handled by the general offices of the Bureau of the Census. In that year, Mr. Charles E. Hall proposed to the Director of the Census that an office be established through which all information relating to Negroes would be cleared. Such a procedure would make it possible, he claimed, to handle such material more efficiently and quickly, and would help to concentrate it in one office. This proposal was accepted, and the Office of the Specialist in Negro Statistics was established with Mr. Hall as the Specialist. Very soon after his appointment, work was begun on the preparation of a report on the Negro population of the United States. This report, "Negroes in the United States, 1920-32," was published in 1935. It was prepared by Mr. Hall with the assistance of Charles W. White. The tabulations were made by a corps of Negro clerks. This 845-page report was designed to bring up to date the materials included in the volume published in 1918, through the inclusion of additional data compiled by the Bureau since 1915. The two volumes complete a statistical record of available data, concerning the Negro population, covering a period of 142 years, 1790-1932.

CHARLES E. HALL

The result of a conference between ten Negro leaders and the Secretary of Commerce, in September, 1933, on the action that might best be taken by the Government to advance the economic life of the Negro by stimulating Negro business and increasing his purchasing power, was the establishment in the Bureau of Foreign and Domestic Commerce of

a Division of Negro Affairs on November 1, 1933. Mr. James A. Jackson, who for several years had been a specialist in the small business section of this Bureau, was placed in charge of the Division. He was later succeeded by Mr. Eugene Kinckle Jones. This Division gathered and disseminated information about the economic status and business activities of Negroes. It made and distributed studies and compilations of Negro business. In addition, it answered thousands of requests for materials sought by students, writers, and publicists. On July 1, 1937, this division was merged with the office of the Specialist in Negro Statistics, and the work was continued by Mr. Hall.

Upon the retirement of Mr. Hall, the office was placed under the direction of Joseph R. Houchins, J.S.D., Cornell University, who is at present the Acting Specialist. This office is continuing to answer the thousands of requests for statistical data relating to the Negro population. During the decennial census years it employs many Negroes as clerks in the tabulation of original data. The office sends out compilations of data relating to the different phases of the social and economic status of Negroes as revealed in the census materials. One of its present major projects is a census of the churches belonging to Negro denominations, and this information will probably be available for distribution within a few months.

WRITING FOR PROFIT

The National Educational Outlook Among Negroes is desirous of presenting to its readers educational fiction in the form of short stories. It believes that many lessons of lasting value may be taught through this means. There are many educational situations in the classroom, on the playground, in the home and elsewhere which appropriately may be used as background material. We are therefore inviting students, teachers and others interested to send us short stories of the nature described. These short stories should not exceed 1,200 words and should deal with themes which have educational significance. The National Educational Outlook Among Negroes will pay three dollars for each short story submitted and printed in its pages. We reserve all rights to the stories we print. No manuscripts will be returned unless accompanied by return postage and mailing instructions. Send all short stories to the Story Editor, The National Educational Outlook Among Negroes, 1210 Lamont Street, N. W., Washington, D. C.

Journalism as an Ally to Education

George W. Gore, Jr.

The field of journalism offers opportunity for strengthening and extending the work of the teacher, the principal, the supervisor, and educational workers in general. Journalism mirrors life as it flows. It is alive, virile, and dynamic in its approach. Its subject-matter is the present and its methods are those which compel attention. In a dynamic society, education has need of the services of such an agency. Regardless as to educational level, a knowledge of the fundamental principles of modern journalism is of value to the teacher and to the learner.

Journalism may render valuable service to educators in at least six areas: (1) in the motivation of instruction in English composition; (2) in providing a dynamic field for "extra-curricular activity"; (3) in supplementing instruction in social sciences; (4) in providing a field for vocational training; (5) in making possible an avenue for constructive public relations; (6) in stimulating adult education.

Instruction in English Composition

Journalistic writing includes those forms of writing which are produced by the student with the view that, if acceptable, they will ultimately be "published," i. e., become, in some degree, property for public inspection. As a secondary characteristic, it is concise, direct, rather than flowery, and contains an element of timeliness. The more common forms of journalistic writing are the news story, the editorial, the feature article, and the advertisement. Sports stories, society stories and the like require some specialized adaptations, but are essentially news stories. Poetry, humor, short stories, and "columns" are usually features. An expository essay expressing personal opinion or explaining the significance of a current topic is an editorial. The advertisement is argumentation and persuasion at its best in written form.

For the average person, the need for a literary style in English composition is limited and contingent. It is more essential that he be able to express himself simply and accurately. This journalistic writing emphasizes in the news story form which is objective, concise, direct, and so written that he who runs may read and understand. Through such a medium, students can be trained to express themselves naturally and clearly, with a sense of what is interesting and valuable. The necessity for mechanical and factual accuracy becomes a reality when publication is the ultimate goal.

An Extra-Curricular Activity

Modern education is placing emphasis on learning to do by doing. The project method is based on this

principle. Journalism offers a natural outlet for student compositions in the form of school papers, magazines, yearbooks, and student handbooks. Newspaper clubs or staffs may be organized as the basis for such activity. Sometimes, these publications are the practical laboratory work for classes in journalism.

Few extra-curricular activities are more fascinating, or have more significant educational by-products than those connected with journalism. There is plenty of material, and the program for action never ends. Where special facilities can be provided, such as a staff room, with a telephone, typewriters, desks, filing cabinets, the opportunities for learning and social growth are inestimable.

State and national scholastic press associations serve to stimulate the work of student groups in high schools and colleges. Such organizations as Quill and Scroll, on the secondary level, and Sigma Delta Chi, on the college level, have done much to develop journalism among student groups. The newly formed Delta Phi Delta, national inter-collegiate honorary journalistic society, should be a source of much stimulation to students in colleges for Negro youth.

Instruction in Social Sciences

Journalism has been referred to as "the living edge of history." As such, it is of value in motivating the study of history, government, sociology and economics. The daily newspaper presents the individual "snapshot" or "print." History assembles and synthesizes thousands of these "snapshots" and presents them as a feature picture in the drama of civilization. The news of the day tests the knowledge of the student of social science in his efforts to interpret. The most meaningful examples of social behavior are those of the ever-evolving present. Thus, the daily newspaper, the weekly news magazine, the various types of weekly, monthly and quarterly periodicals, all furnish essential data for instruction in social relationships.

A valuable journalistic approach to inquiry about human relationships is given in the following quatrain from Kipling:

"I have six honest servingmen,
They taught me all I knew;
Their names are *What* and *Why* and *When,*
And *How* and *Where* and *Who.*"

A Vocational Possibility

Early American high schools devoted much of their attention to the education of journalists. Present day junior and senior high schools, in many localities, are offering non-vocational courses in journalism. College courses in journalism have pre-vocational aspects, and for an increasing number of persons are an introduction to a vocation or an avocation. Through such courses, schools can render a real service to democracy in preparing persons who may be intelligent producers and consumers of information—persons who can separate news from propaganda.

Interpreters of the contemporary scene are of peculiar significance to education. They mold public opinion. If the school can make a real

contribution to their education, so much the better for the school and the public.

Whitelaw Reid once wrote in the *New York Tribune,* "The journalist's opportunity is beyond estimate. To him is given the keys to every city, the entry to every family, the ear of every citizen when he is in his most receptive moods, powers of approach and persuasion beyond those of the Protestant pastor or the Catholic confessor. He is no man's priest, but his words carry wider and further than the priest's and he preaches the gospel of humanity. He is not a king, but he nurtures and trains the king and the land is ruled by the public opinion he evokes and shapes. If you value this marvelous salvation and lifting power of humanity, look well to the nurturing and training of the king."

Public Relations

The educator has a definite public responsibility as the trustee of the nation's more precious possession—its children. As such, the educator must know how to present to the public regularly a statement of what the school is doing and why the school is doing what it is doing. Furthermore, the school has the obligation to interpret to the public the present status of knowledge and human achievement. There is also need for the educator to secure from the public suggestions for education. A working knowledge of journalism is of untold value if the teacher or administrator is to establish *rapport* with the general public. The techniques of publicity will well repay the educator in terms of the results which he may secure by using the most effective approach.

Adult Education

Contemporary publications serve as the best introduction in a program of adult education. This is true primarily because the adult is concerned with results here and now. The need for knowledge and skill is a pressing one. At this level of educationl activity, it is doubly true that education is not *for* life but *is* life. Whether one be concerned with literacy classes, or with special groups interested in social, cultural, political, recreational, or economic problems, the current aspect of the problem is the most vital one. Many courses on this level may utilize almost exclusively current newspapers and periodicals. Modern journalists have so digested information in such newsmagazines as *Time* and so graphically presented it in such photomagazines as *Life* that subjects heretofore abstract are being presented simply and in a form most understandable to the average adult.

Honour and shame from no condition rise;
Act well your part, there all the honour lies.—Pope

Field Notes From Jeanes Teachers

In recognition of the excellent service rendered to the education of Negroes by the 474 Jeanes Teachers in 505 counties in the South and the Virgin Islands, we are devoting this section of the magazine to accounts of their activities, in order that all of our readers may become better acquainted with their work. We are indebted to Dr. Arthur D. Wright, President, Dr. W. T. B. Williams, Field Agent, and Miss Shellie T. Northcutt, Special Jeanes Teacher,—of the Southern Education Foundation; and to the Jeanes Teachers in the field, for their cooperation with us in this effort.

Chatham County, N. C.

(*Miss DeLois M. Edwards*)

Over a thousand persons attended the Educational Day program of our county schools which was held in Siler City on April 29. The morning program featured an address by Judge Walter D. Siler of Siler City and music by the choral clubs of Chatham County Training School and Horton High School of Pittsboro. Held during the day were achievement tests, a declamation contest, an art exhibit, and the presentation of certificates and awards by the County Superintendent of Schools.

Mississippi County, Mo.

(*Miss Myrtle G. Pettigrew*)

On April 29, our county schools held their chorus day program at Lincoln School in Charleston. Each school had an industrial exhibit. The songs included both spirituals and familiar folk songs, and were sung by both the primary and the upper grades. About 800 children representing 20 rural schools and the elementary department of Lincoln School were present. The program consisted of songs by the schools and talks by County Superintendent J. Abner Beck; Mrs. Louise Morrisey, county home demonstration agent; L. B. Boler, director of agriculture of Lincoln University, and M. C. Langford, extension director of Lincoln University. The welcome address was given by Prof. C. F. Bowden, principal of Lincoln School, and the response by R. D. Jones, one of the rural teachers.

Iredell County, N. C.

(*Mrs. Mary C. Holiday*)

We have recently made a survey of 23 communities in this county

JEANES TEACHERS AT 1938 SUMMER SESSION, HAMPTON INSTITUTE.

as an approach to the problem of school attendance. Questionnaires were sent to all the teachers in the county and the probable causes of non-attendance were ascertained. Facts from these questionnaires led the supervisor to call together ministers, principals of all high schools, teachers, the county farm agent and a physician to discuss ways and means of securing better school attendance. Recommendations were adopted and placed before the county-wide P.T.A. for their consideration.

(EDITOR'S NOTE—A full account of this survey was carried in *The Statesville Daily*, Statesville, N. C., on Monday, April 25.)

Caswell County, N. C.
(*Mrs. T. C. Beam*)

Our superintendent of schools, Mr. Holland McSwain, reports that this has been the most successful school year since he has been in office. Each year we have a larger number of seventh grade pupils to complete their work and enter high school. 156 pupils took the state examination and will begin high school work in the fall. Several of the high school graduates received scholarships and a larger number than ever will enter college in the fall. Mr. Tommie Lea, one of our patrons, is so anxious that we shall have a large brick high school that he has donated a large tract of land to the Board of Education for a new school site. At the closing of the different county schools this year, nearly every school had on display a very creditable exhibit consisting of classroom and industrial work.

The Teaching of Economics in Negro Colleges

V. V. OAK

Dr. Carter G. Woodson, Professor Kelly Miller, and a great many educators and business men feel that Negro colleges are not teaching the type of economics that would prove useful to their students in practical life. In the September, 1935, issue of the *Opportunity* magazine, Mr. James E. Stamps wrote an article on "Economics for James, Jr.—A Suggestion to Negro Colleges," in which he advocates that courses in economics should include personal economics with special emphasis on thrift, economic theory with special emphasis on distribution, business organization with special emphasis on corporations, and Negro economics. He concludes his article by saying that many scholars of economic theories have misgivings on things Negroid and for that reason these scholars need to be re-educated.

This article was replied to by Professor J. G. St. Clair Drake, Jr., in the December, 1935, issue

of the same magazine in which the writer points out that there is no need of teaching thriftiness as long as people earn only starvation incomes, that the rapid growth of corporations and super-corporations is mainly responsible for our present economic chaos, and that there is nothing like "Negro economics." This writer concludes by saying that to solve the race's economic problems "we do not need more capital to invest in risky Negro business, but we need an intelligent understanding of the relation of our problems to the total American economic scene, a relentless fight against caste in labor unions, and the organization of the Negro masses as producers and consumers."

Somewhat in a similar strain and with special emphasis on "Negro economics," Dr. Abram L. Harris, of Howard University, in his brilliant discussion on the "Plight of the Negro Middle Class," in the last chapter of his book, *The Negro as Capitalist*, maintains that the Negro leaders and business men behind the movement of economic self-sufficiency for Negroes are motivated by the selfish desire to monopolize and to exploit the Negro market for themselves by replacing the white merchants. "The Negro masses who seem to follow blindly do not see," continues Dr. Harris, "that they have no greater exploiter than the black capitalist who lives upon low-waged if not sweated labor, although he and his family may, and often do, live in conspicuous luxury." While the present writer agrees with Dr. Harris in his contention, he believes, nevertheless, that, in the absence of a better program, Negroes should continue their efforts to build their own businesses in those fields that are open to them. Exploitation at best is bad, but it seems evident that *the exploitation of a people by people within the group is less devastating than exploitation by people outside the group.*

Pure Economics

One must admit that there is some truth in each point of view expressed in the preceding paragraphs. Nevertheless, so far as the teaching of "pure" economics in a Negro college, in courses like principles of economics, economic theories, and history of economic thought, is concerned it will be similar to that in any other college in any part of the world with only a slight variation in emphasis upon certain phases depending upon the economic development of that part of the world. Economic theories, and especially those aiming to remedy economic ills, are varied and sometimes conflicting. A teacher interested in intellectual honesty will, therefore, propound all theories to his students even if some of these happen to be ones in which he does not believe. The writer, however, believes that an *undergraduate* Negro college should not offer courses in history of economic thought and *advanced* economic theories (such as, Veblen's theory of the Leisure Class, Fisher's theory of the Commodity Dollar, and Marx's theory

of Capitalism). Most of our students, even in the best of our colleges, are totally unprepared to digest the abstract and philosophic discussions contained in such courses. The basic course in principles of economics should, of course, be taught. This course contains enough economic theories of cultural as well as practical values, and can be made more useful and interesting by giving special attention to the questions of distribution, of economic maladjustments, and of economic reforms instead of spending a disproportionate amount of time in discussing the endless theory of "value" and "price." The greatest difficulty in the teaching of this course is in the selection of a proper text-book suitable to the needs of Negro students. Here is a chance for a research scholar to write such a book!

Academic Freedom

How far it would be "safe" for a teacher to discuss quite freely in his class socialism and other "isms" of this type is a serious question. If a teacher expounds too enthusiastically the doctrines of socialism, let alone those of Karl Marx, Lenin, or Sun Yat-Sen, our successful business men will pounce upon him as a radical and impractical idealist treacherously fattening upon the salaries "paid from funds accumulated in commercial ventures" or from funds collected by governments through public taxation. Furthermore, say what one may, academic freedom is a rare thing in Negro colleges.

Applied Economics

Banking, accounting, labor problems, business finance, insurance, retailing, and real estate are some of the courses usually offered in applied economics. Most of these courses, however, are not being offered by the business or commercial departments of our colleges.* After requiring a good general education such as is given in the first two years of college, the Negro college should offer only such useful courses in applied economics as banking, insurance, business organization, retailing, economic history of the United States, elementary accounting, and problems in Negro business. It is not suggested that all of these courses be taught by any one institution. Every teacher, however, offering any of these courses should make it a point to include in his lecture program an account of the present status of Negro enterprises as related to his special field of study. Thus, for example, in teaching insurance and banking, some attention should be given to the history and present status of Negro banks and insurance companies. In teaching business organization, special attention should be given to the partnership form of organization, since it plays such an important part in the present stage of development of Negro businesses. In teaching retailing, some time should be devoted to the discussion of op-

*Readers interested in a more complete study of the offerings of the business departments of Negro colleges are referred to the writer's article on "Evaluation of Business Curricula in Negro Colleges," *The Journal of Negro Education*, 7:19-31. Jan., 1938.

portunities available to Negroes, and of the rapid growth made by Negro business in this field. The course in economic history of the United States offers excellent possibilities of including a brief survey of Negro businesses and the contributions of the Negro to the development of this nation. A course in "problems in Negro business," if offered, should be given as a seminar open only to seniors. This is *prima facie* not a text-book course; its usefulness to students will depend entirely upon the knowledge and ability of the teacher. In teaching elementary accounting, we should pay less attention to corporation accounting but more to proprietorship and partnership accounting. A student interested in advanced accounting should go to graduate schools specializing in such courses. The course in labor problems should include a study of the attitude of labor unions towards Negroes and the position the latter occupy in the labor market because of their social status. As to the teaching of "personal economics" in colleges, quite often suggested by critics of our present offerings in economics, it appears to the writer that the proper place for such teaching is the high school. A still better and more effective place for such teaching is the home. It is unfortunate that our parents, too busy (?) with other work, are gradually shifting their responsibilities to teachers with whom their children spend but a short time each day, and that, too, in an impersonal way. Many educators feel that *the home can never be replaced by any other institution as a training ground for religion, character, and good habits.*

Library Facilities

I am quite aware of the fact that it is a very difficult task to carry out this program, since data concerning the Negro are not included in our general text-books. Hence, the teacher will be forced to secure his information by hard study and research. It is very discouraging to witness the spectacle of most of our colleges spending large sums of money in building libraries with all kinds of books except those dealing with the Negro himself. Our next task, therefore, is to create in our librarians and in others responsible for this situation enough self-respect and pride to cause them to develop excellent collections of books dealing with all phases of Negro life. If our teachers of applied economics have failed to do their jobs well because of poor library facilities, low salaries, and long teaching hours, they, alone, cannot be held wholly accountable.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Tips for Teachers

Some interesting publications recently issued by the Office of Education of the United States Department of the Interior are:

● *Safety and Sanitation in Institutions of Higher Education* (Pamphlet No. 84, 10c) by James Frederick Rogers, M.D., deals with means and measures of rendering the college student more secure from accidents, illnesses, and undue fatigue.

● *Federal Aid for Education* 1935-36 and 1936-37 (Leaflet No. 30, 10c), by Timon Covert, contains a brief history of Federal Government aid for education, data on appropriations for 1935-37, and selected references.

● *Preparation for Elementary School Supervision* (Bulletin 1937, No. 18, 15c) by Mary Dabney Davis, presents a survey of the opportunities offered by normal schools, teachers colleges, universities, and colleges of arts and sciences for the preparation of supervisors of elementary school instruction as revealed by a study of the institution's catalogs and by replies to a questionnaire. Information concerning three institutions for Negroes is included.

● *Handbook for Compiling Age-Grade-Progress Statistics* (Pamphlet No. 83, 10c) by David Segel, outlines procedures by which individual school systems, or larger units of school administration such as counties or States, can study the more general features of the school progress of pupils.

● *Curriculum Laboratories and Divisions* (Bulletin 1938, No. 7, 10c) by Bernice E. Leary, presents the findings obtained from an inquiry addressed to State departments of education, institutions of higher education, and city school systems, for the purpose of identifying special divisions or departments whose principal function is curriculum making, and of determining how such departments are organized, what activities are carried on, and what resources are available for their use. Information concerning three institutions for Negroes is included.

● *Statistics of State School Systems*, 1935-36 (Bulletin 1937, No. 2, 15c) by David T. Blose and Henry F. Alves, presents data relating, for the most part, to public elementary and secondary schools, although some data in separate tables relate to private and parochial schools. Seventeen States and the District of Columbia, maintaining separate schools for white and Negro pupils, supplied data permitting the presentation of Negro school statistics.

● *University Unit Costs* (Bulletin 1937, No. 21, 10c) by John H. McNeely, proposes to illustrate the use of a standard procedure for the determination of unit costs in nine large universities conducting a variety of functions, and to

give the unit costs of instruction of certain of their services as computed by this procedure.

● *The School Building Situation and Needs* (Bulletin 1937, No. 35, 10c) by Alice Barrows, presents the results of a study of school building construction and school building needs as to the types of schools for which buildings had been constructed during the past 3 years, the kinds of facilities provided in them, and the costs for the different types. The data were secured from superintendents of schools in cities of 10,000 population and over, and from State superintendents of public instruction.

● *Occupational Experiences for Handicapped Adolescents in Day Schools* (Bulletin 1937, No. 30, 15c) by Elise H. Martens, is a report of what is being done in a selected group of cities for the provision of occupational experiences for handicapped adolescents in preparation for a more satisfactory vocational adjustment in later years. A list of selected references is included.

● *Statistics of City School Systems, 1935-36* (Bulletin 1937, No. 2, 10c) by Lester B. Herlihy and Walter S. Deffenbaugh, presents statistics of city school systems for the school year 1935-36.

● *Public Affairs Pamphlets* (Bulletin 1937, No. 3, Supplement No. 1, 10c) is an index to inexpensive pamphlets of social, economic, political, and international affairs. It supplements the first printed index of pamphlet material and adds several hundred new titles, lists many publishers submitting their materials for the first time, and lists the numbers of pamphlets in Bulletin 1937, No. 3, which are no longer available.

All orders for these publications should be addressed to the Superintendent of Documents, Washington, D. C.

". . . for every worker knows what is needed—he knows these things because they have to do with his day by day living. They are very simple things—a steady job, an opportunity to keep on year after year earning a living for his family—enough food to nourish himself and his wife and his children—A home from which he will not be evicted—The right to that esteem which he earns by his own work and his own character—A right to an equal chance for his children along with other children of their years and ambitions.

He asks no special favors, he wants no gifts—He asks only what he earns by his character—his spirit—his hand—But that he asks—and under the exercise of all the processes of democratic government he should not rest until these things have been restored to him and his children."

—AUBREY WILLIAMS, *Deputy Administrator, WPA.*

(Excerpt from address delivered before the meeting of the National Association for the Advancement of Colored People, Columbus, Ohio, July 1, 1938.)

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

(*The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)

STATEMENT BY THE PRESIDENT

It has been frequently stated, and generally admitted as a fact among both officials and members of the American Teachers Association, that one of its most serious handicaps in the past has been the lack of an official organ through which the plans and programs of the organization might be made known to its membership; through which many of the problems, professional, economic, or more broadly social, might be presented for cooperative thinking in their attempted solution; through which information, discussions, and successful experimentation, designed to promote professional growth, might be made the common possession of the entire membership. Nor has this observation, however widely circulated, indicated that those making it were unmindful of the faithful attempt of those charged with the responsibility, to meet these vital needs in the life of a professional organization through the *Bulletin,* the monthly publication of which began many years ago. The story of the *Bulletin* is the story of the vicious circle. Through the years the Association has been so seriously handicapped by lack of funds that it has not been possible to issue the *Bulletin* with any degree of regularity nor to command for it on the whole material of such quality as would render it of definite service to the profession. Then the failure of the journal to meet the needs of the membership either in point of frequency of appearance or in adequacy of material presented was rather generally used as an explanation of the inability of city, county and state organizations to interest their respective members in the national organization or to hold that interest when once it had been secured. So the circle was completed. No money, no *Bulletin;* no *Bulletin,* no interest; no interest, decreasing membership; decreasing membership, no money; no money, no *Bulletin.*

Now whatever else may be discovered to be contributing causes to the ineffective functioning of our national organization in the past, there can be little doubt that this lack of an official organ for adequate national expression has been a major factor. From divers sections of the country, and in and out of season this criticism has been made, and not without harmful effect upon the welfare of the organization. And it has

been generally realized by those most concerned that the American Teachers Association should live and grow and become a definite and powerful influence in the educational life of America. It has been rather generally realized that the only hope for the acquiring of such definite power and influence lay in the possibility of discovering for the Association some medium of expression, neither too remote in point of time nor too burdensome to support. This has been the thing devoutly sought through many years by those who have been charged with managing the affairs of the Association.

This then is a happy day; it is an auspicious occasion in the life history of the American Teachers Association; it takes note of a condition that has long been envisioned in the thinking of those deeply concerned with the welfare of the organization, but until now has succeeded in playing along the mocking fugitive horizon of our projected hopes.

National Organ Secured

Today and hereafter the American Teachers Association becomes an articulate entity. Through the pages of The National Educational Outlook Among Negroes, *with which arrangements to serve as its official publication have been made, it will be able regularly to reach its membership wherever located, and keep in touch with the activities and interests of the Association. Indeed, through this arrangement it will do much more than that. It will cause to be sent to the home of every member an educational publication of real value. To all who are genuinely interested in professional growth, who are concerned with educational problems of diverse and sundry kinds, who like to keep abreast with the currents of thought in educational fields, this magazine will be a source of definite help. Therefore, while each member may find it possible through the* Outlook *to keep in official touch with the American Teachers Association, he will also be able to keep abreast with many phases of current educational thought and practice.*

This arrangement then, in which the management of The National Educational Outlook Among Negroes have made such unusual and generous gestures of a solid interest in the welfare of the Association, is the source of genuine appreciation upon the part of those who are charged with the responsibility of promoting the welfare of the organization. They feel certain that this marks a turning point in the life of the Association. The last reports of the Executive Secretary and the Treasurer showed that the organization is now living within its means; that its business affairs are responding well to more careful management, and that it may now reasonably look forward to the time when adequate compensation to the Executive Secretary may release him from the necessity of directing his major efforts and thinking upon problems of mere subsistence, to the end that he, like corresponding

officers in other national educational organizations, may, at the Capital of the Nation, help the American Teachers Association play a definite part in determining trends in our contemporary educational life.

Equalization of Salaries Sponsored

There are many problems that greatly affect the Negro group that must be met and ultimately solved. Those who are participating in the struggle along the educational frontiers are keenly aware of most of them. There can never be anything approaching real democracy in American education until the basic principle of equal pay for equal preparation, service, and efficiency shall have become a part, not only of the legal phraseology but also of the universal practice of those who administer the laws of our many far flung states. This principle must be sought first, as "the Kingdom of God and His Righteousness" in education, with the certainty that many things will be added thereafter. The recognition of the principle of equality is fundamental. It is putting first things first. Adequate buildings and grounds, equal length of school terms, equality of expenditures for books and equipment, equality of expenditures for transportation, will be found among the good things that will follow when once every American teacher, whether white or black or red, whether man or woman, shall receive compensation for the service rendered only on the basis of the level of service and the pay allocated to that level and on no other.

It was because of a profound belief in the truth of this position that almost a decade ago representatives of the Negro teaching profession in Maryland called a meeting at the State capital one Sunday afternoon in December. There in conference with representatives of the National Association for the Advancement of Colored People, they took the first steps in a procedure that seemed to offer the only promise of achieving this important objective. The present status of the movement does not lend itself to detailed discussion. But there can be little doubt that wherever Negro teachers may be found in sections that have not yet adopted in theory and practice the enlightened program of equal pay for equal service, they are following with great interest the developments of this movement along the border. They are keenly aware that the outcome of the present movement will have a definite bearing upon their professional salary status far in the future.

No one appreciates more keenly than the officers of the American Teachers Association the fact that in some sections of our Nation little can be done by teachers themselves in a direct way to effect this fundamental improvement in their professional status. It is for this reason that national officers seek to arouse in those more favorably located, a full measure of interest, demonstrated in work and financial contributions to this

cause that lies at the very heart of the future advancement of the Negro teacher in America.

There is one way in which every State organization, every city and county unit can help the Association through its officers and allied organizations bring this objective into achieved reality. They can see severally that every teacher this year joins the American Teachers Association, reads THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, and in that way makes a direct contribution to the cause, the successful outcome of which he so earnestly desires. Let our motto this year be "Ten Thousand Members by July, 1939."

Cooperation Gratifying

It is difficult to state the degree of gratification and heartening assurance that have marked the beginning of this new administration of the American Teachers Association. Quite unsolicited—indeed before they could be sought—have come unqualified offers, promises, and pledges of support to the end that the present administration may do a good job in promoting the general interests of both teacher and learner and through them, of the whole community in the several sections of the country. These messages have been received from State Presidents, State Inspectors, Supervisors and others. Many of them express a firm conviction that, now that the Association is living within its budget, a definite program is on toward securing justice in the matter of pay for Negro teachers, and that an important publication has been found that will serve as the official organ of the Association and will thereby keep every member in touch with the national organization. Now that these things are true, increases in membership, resources, influence and professional service will go forward with much greater speed. For these evidences of goodwill and guarantee of support, the administration is of course sincerely grateful, and will avail itself of every source of constructive contribution.

CARRINGTON L. DAVIS.

A MESSAGE FROM THE EXECUTIVE SECRETARY

The Trustees of the American Teachers Association have entered into an agreement with THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES whereby the N. E. O. A. N. will serve as the official organ of the American Teachers Association and each member of the A. T. A. will receive ten issues of the magazine during the year. This agreement is effective for the membership year beginning August 1, 1938; but since the membership of the Association was not advised that such an arrangement was contemplated, the Trustees have arranged to have the September and October issues of the OUTLOOK sent to each member of the Association whose membership was

paid during the year 1937-38. The membership dues in the Association hereafter will be $1.50 per year and will include subscription to the OUTLOOK. Each member is urged to pay his 1938-39 membership immediately so that he may not miss any issue of the OUTLOOK for this year. Your membership should reach the Executive Secretary's office, 1034 Bridge Road, Charleston, West Virginia, not later than October 10 so that you will be assured of receiving the November issue.

It is especially urged that presidents of state and local associations bring to the attention of their teachers this arrangement so that every teacher in Negro schools in the country may have the advantage of the information that comes through the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES.

At its annual meeting at Tuskegee Institute, Alabama, July 26-29, the American Teachers Association instructed the Executive Secretary to give a brief statement of receipts and disbursements for the year ending July 31, 1938. The statement is as follows:

Receipts

Brought forward July 1, 1937	$ 333.27
Annual Memberships, 1937-38	3,272.00
Life Memberships, 1937-38	129.50
State Affiliation, 1937-38	635.00
Other sources, 1937-38	329.52
Total	$4,699.29
Total disbursements	4,239.01
Balance as of Aug. 1, 1938	$460.28

WM. W. SANDERS.

MINUTES OF THE 35TH ANNUAL MEETING

The American Teachers Association, formerly the National Association of Teachers in Colored Schools, held its 35th annual session at Tuskegee Institute, Alabama, July 26-29. Welcome addresses were delivered by His Excellency, Bibb Graves, Governor of Alabama; Dr. Eugene H. Dibble, Jr., Manager, U. S. Veterans Facility, Tuskegee; Dr. J. R. E. Lee, President, Florida A. & M. College, Tallahassee; Dr. Rufus E. Clement, President, Atlanta University; B. F. Hubert, President, A. & I. College, Savannah, Ga.; and W. McKinley Menchan, President of the Alabama State Teachers Association. Response to the welcome addresses was made by Dr. J. S. Clark, President Emeritus of Southern University, Baton Rouge, La. Dr. John W. Davis, President, West Virginia State College, delivered the keynote address of the meeting.

At the Wednesday morning session the following officers were nominated and subsequently elected: President, Carrington L. Davis, Maryland; Vice President, Miss Mary L. Williams, West Vir-

ginia; Treasurer, Howard H. Long, District of Columbia; Trustees, H. Councill Trenholm, Alabama, and Mrs. A. M. P. Strong, Arkansas; Executive Committee, A. Heningburg, North Carolina, and F. D. Patterson, Alabama.

The President, A. Heningburg, delivered his annual address, after which addresses were delivered by H. L. Trigg, Inspector of Negro High Schools, State Department of Education, Raleigh, N. C., and Miss Fannie C. Williams, Principal, Valena C. Jones Normal School, New Orleans, La.

The several departments of the Association held their meetings on Wednesday and Thursday afternoons.

On Wednesday evening Mrs. Mary McLeod Bethune, National Youth Administration, Washington, D. C., delivered an address, after which Dr. F. D. Patterson addressed the Association on the Tuskegee program in relation to the occupational outlook of Negro youth.

Thursday morning the Association was addressed by Thurgood Marshall, Assistant Special Counsel of the N. A. A. C. P., who made a report of the activities of this organization in an attempt to bring about the equalization of salaries of Negro and white teachers in the southern states. "The Challenge of Commerce to Our Modern Youth" was the subject of an address by James A. Jackson, Special Representative of the Standard Oil Company.

Wm. W. Sanders, Executive Secretary of the Association, made his report in which he showed that the receipts of the Association during the year were $3,717.52 and disbursements $3,550.99. This was followed by a report of the Treasurer, which gave a breakdown of the receipts and disbursements.

The Trustee Board made its report in which it recommended that THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES be made the official organ of the American Teachers Association and that fifty cents of each membership be paid to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES for subscription. After some discussion this report was made a special order for Friday morning. At the conclusion of the business session the Assembly marched to the grave of Dr. Booker T. Washington, where, after brief remarks by Dr. J. R. E. Lee, the first president of the organization, a wreath was placed upon the grave.

The Alabama State Teachers College was host to the convention Thursday evening. A delightful dinner was served prior to the evening meeting. At the evening meeting addresses were delivered by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, U. S. Office of Education, Washington, D. C., entitled "Certain Factors in the Occupational Adjustment of Negroes;" Joseph H. B. Evans, of the Resettlement Administration, Washington D. C., entitled "Opportunities for Employment in the Government Service," and Frederick D. Hall, of Dillard

University. At the conclusion of the evening session a delightful social hour was enjoyed through the courtesy of the Alabama State Teachers College.

On Friday morning, Thomas N. Roberts, Project Manager, Tuskegee Development, addressed the Association on "Occupational Opportunities on Land Utilization Projects." An address was also delivered by Thomas N. Parker, Art Director of the Federal Project in Washington, D. C.

In the business session the report of the Trustees was considered and the following resolutions were adopted with respect to the affiliation of the American Teachers Association with THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES:

A. That each individual holding annual membership in the American Teachers Association shall pay a fee of $1.50 to be used as follows:

1. Fifty cents of the annual membership fee referred to above shall be appropriated to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, of Washington, D. C., to carry out the plan of cooperation between the OUTLOOK and the American Teachers Association as presented by the Trustees and adopted by the American Teachers Association;
2. Ten cents of the remaining one dollar shall be set aside as a special fund to assist the N. A. A. C. P. in its efforts toward the equalization of teachers' salaries in states where inequalities now exist;
3. The remaining ninety cents shall be used for the operating expenses of the American Teachers Association in accordance with the plan promulgated by the Trustees of the American Teachers Association;
4. That the understanding between THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES and the American Teachers Association adopted at the annual session in 1938 may, at the discretion of either party, terminate at the end of the fiscal year 1939;
5. That section number A of the resolutions referring to the annual membership fee of $1.50 may not be altered should the contract referred to be terminated at the close of the fiscal year 1939.

The Auditing Committee reported that a thorough examination of the books of the Executive Secretary and the Treasurer showed a proper accounting for all funds received by the Association during the year.

The Committee on Time and Place recommended that the Association meet in Atlantic City, New Jersey, for its 1939 session. The report was adopted.

The Committee on Resolutions was given time to make a thorough report, the same to be published later.

Vice Presidents of the several regions submitted their reports.

Friday afternoon the members of the Association visited the United States Veterans Facility and made a tour of the Resettlement Project.

At the Friday evening session addresses were delivered by Dr.

Robert Weaver, U. S. Housing Authority, Washington, D. C., on the subject, "Training Negroes for Occupational Opportunities," and Dr. Thomas A. Ayers, Senior Agricultural Economist of the AAA, Washington, D. C., on the subject, "Joint Responsibilities of Negro Teachers and the AAA in Raising the Standard of Living for Negro Farmers." Mr. Willis Ward, representing the Ford Motor Company, of Detroit, Michigan, also delivered an address.

At the conclusion of the addresses the gavel was turned over to Carrington L. Davis, President-Elect, who, after a brief statement, appointed the following regional vice presidents: Region No. 1, W. W. Blackburn, Mississippi; Region No. 2, I. A. Derbigny, Alabama; Region No. 3, Mrs. Rose D. Aggrey, North Carolina; Region No. 4, Mrs. Lucy Harth Smith, Kentucky; Region No. 5, Mrs. Ethel Harris Grubbs, District of Columbia; Region No. 6, I. T. Gillam, Arkansas, after which the Association adjourned.

AN OVER-VIEW OF THE CONVENTION

Because of a regrettable combination of circumstances it will be far from possible in this preliminary survey to present an adequate digest of the transactions of the thirty-fifth annual session of the American Teachers Association, which was held at Tuskegee Institute, Tuskegee, Alabama, July 26, to 29, inclusive. It will be necessary to come into possession of many of the important papers presented before the general sessions, and others that formed the programs of the important sectional conferences, before an account of the meeting commensurate in scope and sufficiently accurate in description can be presented. A simple record of the business transactions of the body, while valuable from the point of view of apprising the membership of these legislative details, is far from the important information which the members seek to gain from the pages of the OUTLOOK, now serving as the official publication of the association. What the membership desires is a faithful reproduction, as far as that is possible, of the significant considerations, whether in the form of papers presented, or discussions that followed them, or findings, surveyed, approved or disapproved. In other words, the members should like to learn of the major trends of thought and action at the annual meeting.

It does not appear wise, however, to defer any account of the annual meeting until all the items necessary to an adequate account can be assembled. There is definite point and value in an early survey, even though it be incomplete.

Now, in an attempt at least measurably to appraise the values of this session, one cannot well overlook the careful planning that

MEMBERS OF THE A.T.A. IN FRONT OF THE WASHINGTON MONUMENT AT TUSKEGEE.

lay behind the program that was carried through at the meeting at Tuskegee Institute. Much credit is due to the retiring president for the foresight, the faithful efforts to emphasize another feature of the long time program adopted at the meeting in Philadelphia last year, and the firmness with which he insisted upon a faithful adherence to the agreements that had been made concerning the management of the business affairs of the association during the year.

And to reverse the order of discussion, to the end that the consideration, the purpose of which is primarily to facilitate a more successful professional and broad social program, may be first summarized, it seems to have been the general feeling at the Tuskegee session that the business affairs of the association were in better shape than they had been in a long time. One can readily realize that with its miasma of debt considerably relieved, the session was called to order with officers and members in a more hopeful and wholesome frame of mind than had been theirs for some years past.

But the more important fact in connection with the planning for the meeting was the constructive program submitted by the president at the first meeting of the executive committee, held during the late autumn or early winter. To this conference he presented a theme for the next annual session, which, after searching discussion during the executive session and a period for individual reflection subsequent to the meeting, was finally adopted as the theme for the year. In the meantime, realizing that that theme, or some other closely related to it would serve as the focal point for dis-

cussion for the annual session, he also sought the cooperation of the committee in assembling a list of speakers for the general sessions, and the active efforts of the sectional chairmen in effecting programs, all of which would direct the thinking of those present upon the problem of "The Negro Youth and Occupations."

Former President Heninburg is entitled to a full measure of credit for the successful building of this program, and for the subsequent following up of its details that resulted in the smoothness with which the several parts of the program were carried out.

Nor can one omit to mention the happy coincidence that brought together the consideration of this vital topic of vocational outlook and Tuskegee Institute as the meeting place for its critical analysis and practical discussion. At the place and within the influence of visual outcomes of the most engaging attempt yet made to grapple with this problem, the association had advantages peculiar to that combination. All around one could not help beholding one answer within certain areas of human activities that had made a definite and lasting contribution in the field of occupational outlooks. In buildings themselves, in activities taking place within them, in services rendered to individual and group interests, in towns and rural areas; in exploring new fields for occupational opportunities; in cooperating with local, state and federal agencies in the promotion of greater economic security, one thoroughly appreciated the fact that he was in the very center of an educational set-up in which the problem of Negro youth and occupations was a major consideration. The whole atmosphere, therefore, was conducive to promoting serious attention to the discussions that characterized the sessions of the association.

Then, too, any attempt to appraise the major contributions to the successful consideration of the theme of the annual meeting must include the address of Dr. Patterson, president of Tuskegee, upon "The Philosophy of Tuskegee Institute." Indeed this statement of the successor to Dr. Washington and Dr. Moton was such a simple and clear exposition, not only of the philosophy of Tuskegee under the present administration, but also of the spirit in which the work of Dr. Washington was done and the continued development under Principal Moton was achieved, that it is a matter of genuine hope that at another time and in another section of the OUTLOOK, it may appear in full. It contained many interesting sidelights upon the early life and struggles of the founder of Tuskegee; of his subsequent position of honor and effectiveness in the educational life of America; of his advocacy of economic security through expanding occupational outlets, beginning with those immediately at hand and working outward and upward, as essential to permanent and genuine progress. He also disclosed how the institution keeps constantly alert to changing condi-

tions that in turn produce changes in occupational opportunities. He cited a number of concrete cases in which the vocational program of the school abandons, modifies, changes emphasis or adds training in some field, in which opportunities in our changing agricultural, industrial, commercial, or more broadly social life, indicate the need of readjustment. This studied and dispassionate statement of the president constituted one of the major contributions to the important discussions of the annual meeting.

Another significant contribution to the annual session was the "Keynote Address," delivered by President Davis, of West Virginia State College, on the opening night of the session. Following the fine address of welcome of Governor Graves, of the state of Alabama, the remarks of other local representatives, including Mrs. Graves, former United States Senator, Dr. Dibble, of the Veterans Facility, Presidents Lee, Clement, and Hubert, respectively, of Florida A. & M. College, Atlanta University, and A. & I. College, Savannah, Georgia, and President Menchan, of Alabama State Teachers Association, and the customary gracious response of President Emeritus Clark, of Southern University, Baton Rouge, Louisiana. President Davis invited the attention of the large audience to the significance of the theme that had been chosen as the focal point for the thinking of the annual meeting. In a statement replete with illuminating statistical data, searching analysis of varied aspects of occupational restrictions and handicaps, sound and sane suggestions of approaches that might disclose entrances to occupations now closed, and a bold challenge to those present to give the best that they have of thought and effort to pushing progressively farther back the frontiers of occupational limitations, he made a strong plea that those now engaged in educational work address themselves to a serious study of this question, and combine their efforts to the end that through an informed body of educators, a concerted movement might be initiated and sustained that would provide for the youth of today and tomorrow a far more promising outlook upon the world of worth while work. The address provided an excellent setting for the significant discussions that made up the program for the three days following.

It seems advisable too, by way of emphasis, to repeat the statement that an outstanding feature of the meeting was the faithfulness with which this central theme of occupations ran like a connecting thread throughout the whole range of discussions during the annual meeting. Beginning with the keynote address, buttressed by the annual address of the president of the association, who in a statement bristling with important expository facts and figures, set forth the causes lying back of the selection of the theme for the meeting, and followed by a series of addresses remarkable for their

directness of approach and lucidity of expression, the consideration of the subjects proposed for discussion directed the attention of the audience consistently to the Negro youth and occupations. Mention has already been made of the plan, at another time and in another part of the OUTLOOK, to offer some of the most striking contributions to this discussion, as excellent professional literature of definite value to all readers of the magazine.

Then too, there is the further hope that it may prove practicable during the year, to provide digests of other papers presented either in the general sessions, or in sectional conferences for the not inconsiderable number of readers who will be interested in some of the topics which were there discussed.

But despite these plans taking shape for later issues, it would be far from satisfactory to end a survey of the annual meeting without listing at least, and commenting, however superficially, upon some of the contributions that collectively made the meeting of distinctive value. Among the highlights of the sessions were, of course, the two addresses already mentioned, those of Presidents Davis, of West Virginia State, and Patterson, of Tuskegee Institute, respectively, and in addition that of President Heningburg. Among others that contributed effectively to the constructive development of the discussions should be mentioned two of the speakers of the general sessions Wednesday morning presented by H. L. Trigg, Inspector of Negro High Schools, State Department of Education of North Carolina, and of Miss Fannie C. Williams, principal of Valena C. Jones Normal School, New Orleans, Louisiana. Mr. Trigg, in a rather critical survey of the sources available through careful and intelligent guidance, to adjust the individual student to the vocational situation in its ever changing aspects, produced a telling effect upon his large body of listeners. He also pointed out the need for an adequate orientation of teachers generally, aside from the thorough and progressive training of counsellors in the problems of educational and vocational guidance, to the end that all those who have to do directly with the education of youth may be alert and skilled not only in the business of aiding youth to adjust itself to the present occupational range, but may also wisely and aggressively seek to extend the frontiers of vocational opportunities.

The address of Miss Williams, a former president of the association, was highly inspiring as well as informative. It gave an interesting account of an experiment carried on under her supervision and guidance in the proper orientation of novitiate teachers with respect to the larger social implications of their work in terms of vocational or occupational efficiency. With an excellent background of liberal and professional training, supplemented by years of fine experience, the speaker

brought to the subject not only a full measure of validated observations and conclusions, but also a most engaging personal power and charm. Occupational efficiency was the concept around which her whole discourse was built.

In his usual inimitable manner, James A. Jackson, Esso representative, presented many concrete activities and attitudes that the Negro group might adopt, the results of which would be the increasing of the number of occupational outlets for the youth of today and tomorrow. He showed quite definitely how, by directing a large part of the spending power of the group into avenues in which Negroes may extend business, commercial, or industrial activities in which, in a limited way they are already engaged, it would be possible to help them so to increase their businesses that they would require constantly increasing numbers of young people to provide the services essential to meet the needs of their patrons.

Perhaps one of the most definite contributions made to the development of the theme was a paper presented at the Friday morning session by Thomas N. Roberts, project manager of the Tuskegee Development Project. The subject of his paper was "Occupational Opportunities on Land Utilization Projects."

After a brief introductory statement, in which the speaker gave an historical sketch of the conditions that led up to a definite realization by the government of the need for scientific conservation, he went directly to the heart of the subject under consideration. He pointed out that vocational opportunities in land utilization projects fell into three general classes — acquisition, development and administration. Among the opportunities in the field of acquisition, for which Negro youth should prepare and seek to enter were listed such as "appraising of land, optioning, preparing abstract and curative matter and the collection of data relative to the number, race, economics, health and general social conditions of prospective clients living on tracts to be purchased. He included brief but interesting digests of the preparation essential for successful and efficient performance of the duties required in each of these services.

Under Planning and Development the speaker included such occupational opportunities as "engineers, architects, surveyors, foresters, conservationists, wild life specialists and in some cases recreational managers." Again he gave a brief account of the training necessary in each of these fields, and pointed out that Negroes trained for these types of work would experience little difficulty in being placed within the operation of land utilization projects. Of opportunities in forestry, wild life, soil conservation, game and fish propagation, he spoke with unusual emphasis and authority.

The field of "administration" included such opportunities as "project manager, cost accountants,

material and supply clerks, general clerks and stenographers." As in the other two classes, sound training was indicated as essential to taking advantage of these opportunities, but with that training, there seemed little doubt in the mind of the speaker that these fields offered profitable, interesting and worth-while vocational outlets for a large number of Negro youth.

Brief mention must also be made of two important contributions made to the discussion of the subject by Dr. Caliver, Senior Specialist in Education of Negroes, U. S. Office of Education, Washington, D. C., on "Certain Educational Factors in Occupational Adjustment of Negroes," and Joseph H. B. Evans, of the Resettlement Administration. Here, as in several other instances, it is expected that the presentation of Dr. Caliver will appear in full or in digest form in a subsequent issue. The fact that it presents some of the basic factors to be reckoned with in any occupational adjustment, makes it quite important that the discussion be made available to all who are interested in the subject of occupational adjustment.

In a brief, but interesting presentation, Mr. Evans gave a graphic survey of the range of occupational activity upon the part of Negroes in the present federal set-up, and pointed out some fields not yet invaded by them for which they should prepare and seek to enter.

Finally, the addresses on Friday evening of Dr. Weaver, of the United States Housing Authority, on "Training Negroes for Occupational Opportunities," and Mr. Willis Ward, Personnel Director, Ford Motor Company, on problems connected with occupational adjustment of Negro workers in the automobile industry, rounded out a meeting covering three full days, in which the attention of the members of the association and visitors had been centered upon the vital question of occupational opportunities. Those present who took advantage of the privilege of listening to the speakers mentioned in this running account, must have left the annual meeting impressed with the gravity of the problem, the importance of preparing youth to take advantage of openings not yet entered, and of the continuing need of an aggressive program of guidance and exploration that will be effective through the years in extending the frontiers of vocational opportunity.

One must not overlook the fact, moreover, that not all of the important discussions took place in the general sessions. In the departmental meetings that were held on Wednesday and Thursday afternoon, professional discussions of a very high order and value occurred. A brief survey cannot undertake to comment upon the range of topics presented nor upon the substance of individual presentations; but it can list in passing the departments in which matters of vital concern were discussed. In the Departments of College

Education, Elementary Education, Guidance in Education, Health, Industrial Arts, Library Service, Rural Life Activities, School Principals, Psychology, sessions were held each of the two days, very interesting papers were read, and in a number of cases lively and valuable discussions ensued. In these meetings, too, as in the general session, the focal point of thinking was the problem of the Negro youth and occupations. The departmental conferences did, therefore, make a very definite contribution to the clarification of the major theme.

A survey of the annual meeting of the American Teachers Association would be quite inadequate, however, if it should not include brief mention, at least, of other features besides those of formal papers and planned discussions bearing directly upon the central theme. Atmosphere, tone, spirit, are given by many factors, some incidental, some carefully planned, but all adding to the sum total that constitute a successful meeting. Among these factors should be mentioned the following: The stirring address of Mr. Thurgood Marshall, upon the present status of the movement to secure for all teachers without regard to race or sex, equality of pay for equality of service as a fundamental step in any worthwhile permanent progress toward equalization of educational opportunities; the impressive memorial service, followed by the placing of a wreath by Dr. J. R. E. Lee in the name of the association, upon the grave of Booker T. Washington; the gathering in front of the monument of the founder of Tuskegee for the official picture; the brilliant reception at the Oaks, the home of Dr. Washington; Tuskegee Institute's reception to delegates and visitors Wednesday evening; the entertainment at dinner of the entire group by the president and faculty of Alabama State Teachers College, Montgomery, Alabama, H. Councill Trenholm, President, a feat of unusual proportions and a gesture of hospitality and interest difficult to equal; this dinner was followed by a general session and a social

PLACING A WREATH ON THE GRAVE OF BOOKER T. WASHINGTON.

program thereafter. These are among the factors that contributed in no small measure to the success of the whole program.

And finally, it is a matter of rather general knowledge that the musical programs which form an integral part of these meetings contribute their full share to the satisfaction derived from these annual sessions. At Tuskegee, as in other places and at other times, the musical programs were both interesting and inspiring. In that beautiful chapel, suffused with the spirit of a great teacher, a building in which faith and work combine to create an expression of the beauty of service and the dignity of labor, one needs must sit in silent reverence as he listens to the soul-stirring songs, whether arias or spirituals, as they are sung by soloists, or choruses under the direction of understanding musicians. One of the influences perhaps, that will linger longest among those who were privileged to attend the annual session of the American Teachers Association will be the story of faith and work, the expression of the love of beauty and service that the scions of erstwhile slaves have woven into a temple in which they sing their sacred songs.

CARRINGTON L. DAVIS.

EDUCATIONAL NEWS AND EVENTS

Named

As assistant director, Division of Negro Affairs, NYA, to succeed Frank S. Horne, now assistant consultant on racial relations, U. S. Housing Authority, is R. O'Hara Lanier, formerly dean of the Houston College for Negroes, Houston, Texas.

As adviser on Negro Affairs, U. S. Department of the Interior, to succeed Robert S. Weaver, now consultant on racial relations, U. S. Housing Authority, is William J. Trent, Jr., formerly a member of the faculty of Bennett College, Greensboro, N. C.

Blue and Gray Guides

The Negro CCC enrolees of Company 1355 stationed at Gettysburg National Military Park, had a unique opportunity accorded them to meet and talk with the veterans of 1863, during the 75th reunion celebration at Gettysburg during the first week in July. Acting as guides and in other helpful capacities to the visitors during the week's celebration, the

200 enrolees were able to become acquainted with a majority of the veterans, including William Barnes, 112 years old, the oldest veteran present, and Mrs. Rosa G. Russell, 109 years old, who was the only Negro volunteer nurse attending the reunion.

Rural Negroes

Recently released was a monograph entitled "Effects of the Works Program on Rural Relief." It is the result of a survey made by the WPA Division of Social Research. The report observes that the rural Negro on relief, although better off than his urban brothers, is faced with greater difficulties than his white neighbors who need aid. The monograph contains many statistical tables analyzing the findings in the seven states included in the survey.

NYA 1938-39

Approval of allocations totalling $21,750,000 to finance the student aid program of the National Youth Administration for the current fiscal year 1938-39, was announced recently. Definite allotments for Negro students are included in this amount. Information for college and graduate students desiring to make application for employment under the college and graduate aid program of the NYA for 1938-39 is given in NYA Circular No. 5, which may be secured from the Washington office or from the State offices.

Housing Funds

Total funds set aside by the United States Housing Authority for American cities to participate in the national government's $800,000,000 long-range slum-clearance and low-rent housing program reached the $517,081,000 mark in August, when an additional $10,260,000 was earmarked for nine local housing projects. Over a fourth of all the projects will be available to Negro tenants.

Child Study

The Child Study Association of America is observing its 50th Anniversary during 1938. Preliminary meetings were held during the summer to prepare for a varied program of activities in the Fall and Winter. Other organizations are being asked to join in a cooperative effort to focus public attention upon gains made during the last fifty years toward a better understanding of childhood and parent-child relationships; to examine and appraise contributions made by the various arts and sciences, such as medicine, education, psychology, psychiatry and sociology, and to stimulate creative thinking on how such knowledge may be made available to a larger number of parents. Information may be secured from the offices of the Association at 221 West 57th Street, New York.

Economic Conditions of the South

Prepared for the President by the National Emergency Council and transmitted to him on July 25, was a report on the economic conditions of the South. The 15 sections of the report relate to economic resources, soil, water, population, private and public income, education, health, housing,

labor, women and children, ownership and use of land, credit, use of natural resources, industry, and purchasing power. An interesting excerpt states that "Increasing competition for jobs has also upset the balance of employment between white and Negro. Unemployment among white people has caused them to seek jobs which were traditionally filled only by Negroes in the South. The field for the employment of Negroes has consequently been further restricted, causing greater migration. The lack of opportunity and the resulting job competition has lowered the living standards of both white and Negro workers in the South." This report is published by the U. S. Government Printing Office.

Young Republican Vice-Chairman

Recognizing the increased part which Negro youths are playing in public affairs and politics, the Young Republican National Federation at its biennial national convention in June elected Charles M. Stokes, 33 years old, of Leavenworth, Kansas, as a vice-chairman of the organization. His election followed amendment of the Federation's constitution providing that hereafter one of the seven vice-chairmen must be a Negro. Thus Mr. Stokes, a lawyer, becomes the first Negro to hold such a high post in the Federation.

CCC Educational Program

The Office of Education, through War Department channels, recently surveyed the educational program in Negro CCC camps, using January, 1938, as the representative month for study. It was revealed that 87.2 per cent of the Negro enrolees were regularly participating in organized instruction, on a voluntary basis, and that educational activities were making encouraging progress.

Negro Proprietors

Released by the Bureau of the Census during the summer months were analyses and tables relating to the distribution of certain enterprises operated by Negroes. They include: Distribution of Hotels Operated by Negro Proprietors: 1935; Retail Stores Operated by Negro Proprietors: 1935 [separate releases for each] in Baltimore, Philadelphia, St. Louis, Memphis, Detroit, Birmingham, Washington, and New Orleans.

COLLEGE ACTIVITIES

(Schools and colleges are invited to send releases for inclusion in this section in order that the magazine might help in disseminating news of their activities and events to a large group of interested readers.—Editors.)

● The development of emotional poise, the ability to face difficult situations, and a sense of appreciation for hard work were listed as requirements for life by Dr. Nelson H. Harris, director of the summer school in the first summer school graduation exercises of **Shaw University** on August 25. Recent appointments to the faculty and staff include Mrs. Emma M. Wells as head of the department of home economics, Mrs. Louise H. Graves as librarian, Miss Margaret Jackson as instructor in

English, and Mrs. Susie W. Yeargin and Mrs. Minnie Davis Turner as dean of women and assistant dean of women, respectively.

● For the first time in the history of the college, the graduate school of **Prairie View State College** was opened during the summer session to all students holding a bachelor's degree from a standard institution. The 30 graduate students enrolled had opportunities of selecting from six major courses which included those in curriculum building, supervision, school administration, research and thesis writing, rural health problems, and land tenure and problems. Dr. E. M. Norris is chairman of the committee on graduate study.

● The curriculum of **Dillard University** will be enriched this year by the addition of theoretical and practical courses in the field of economics. The department will attempt a double aim of grounding students thoroughly in economic principles and affording a selected group a foundation training for business pursuits. Appointments to the faculty and staff include Dr. J. Max Bond to succeed his brother, Dr. Horace Mann Bond, as academic dean of the University; Mr. Melvin H. Watson as dean of men and director of religious life; Miss Thelma Ruth Brett as dean of women; Mr. Nathaniel J. Stewart as librarian; Miss Leonora J. Hull as instructor in piano, and Mr. Robert Bonner as secretary of public relation.

● The largest enrollment in its history and the greatest variety of college and graduate courses were had by the **Atlanta University** summer school for its 1938 session. There were 786 persons enrolled in the college and graduate courses; 158 children in the progressive education demonstration school, and 27 ministers and religious workers in the Ministers' Institute. Most significant was the work of 32 Jeanes supervisors and high school principals from the State of Georgia, who gave full time to the development of programs which can be adapted to various types of schools throughout the State.

● One of the most successful summer school conducted by **Morgan College** closed on August 5. This was a session of 6 weeks—primarily for public school teachers. There was an enrollment of 405. Special emphasis was placed on courses of study and facilities for the in-service training of city and rural public school teachers.

SPECIAL ANNOUNCEMENT

Mr. T. Shelton Coles, formerly field representative of The National Educational Outlook Among Negroes, is no longer connected with this magazine. He is therefore not authorized to solicit subscriptions nor advertising for the magazine.

DIGESTS AND REVIEWS

IN THE MAGAZINES

The Journal of Negro Education

The July issue was the seventh yearbook number. The theme was "The Relationship of the Federal Government to Negro Education," and "is devoted to a *critical* study of the past, present and future relationships of the Federal Government to the support and control of Negro separate schools." It also includes a selected annotated bibliography "compiled for persons who might desire to explore the most authentic and significant references on the problem of this Yearbook." This issue should be a valuable addition to the published materials dealing with this vital phase of Negro education.

The Education Digest

The issue for June continues the ratings of instructional materials which is a regular feature of this magazine. College officials should be interested in Ernest H. Wilkins' article "College Football Costs," reported from *School and Society,* as well as "Self-Help Colleges," by Ella B. Ratcliffe, reported from *School Life.* Orville C. Pratt's "The Welfare of Teachers," reported from his address before a meeting of the American Association of School Administrators, emphasizes the need for more action on the part of administrators in behalf of teacher-welfare. He lists democracy in administration, better salary schedules, provisions for teacher retirement, teacher tenure laws, academic freedom, and cooperative action by teachers as being "desirable from the standpoint of the long-range welfare of education." Included also is the index to Volume III (1937-38).

The Quarterly Review of Higher Education Among Negroes

In the April issue appears Reid E. Jackson's contribution, "A Democratic Philosophy for Negro Teacher - Education Institutions." He summarizes that "Negro teacher-training institutions must cease to give unwarranted emphasis to the professional preparation of teachers. They must conceive their purpose—like the public school—to be to bring education into close relationship with life." Very interesting and informative contributions to this issue are those by Charles H. Wesley—"The Place of the Social Sciences in a Modern University"—and Rudolph Jones—"The Development of Negro State Colleges and Normal Schools in North Carolina." Space is also given to the reports of the Findings Committee of the Commission on Higher Education of the Association of Colleges and Secondary Schools for Negroes, and Commit-

tee on Findings of the Negro Land-Grant Colleges. George Adrain Kuyper makes some interesting comments on the first named report.

The Child

"Measures for Unemployed Youth in the United States, 1935-37" is one of the important articles in the June issue. It lists and discusses programs by means of which the Federal Government helps to meet the problems of unemployed youth. This issue also includes brief discussions of current studies by the social-service division of the United States Children's Bureau under the title "Socially Handicapped Children."

Occupations

In the June issue Howard W. Oxley tells "How CCC Helps Enrolees Find Jobs." A presentation of a discussion of studies "designed to show the values of services strictly classed as vocational guidance" between 1923-1937 is made by Harry D. Kitson and Margaret Crane in the article "Measuring Results of Vocational Guidance." Also of interest is "Marriage vs. Careers—and Fame," by Kathleen Hergt and J. R. Shannon, who have tabulated data from *Who's Who in America* regarding the occupations of married women listed therein. The conclusions should help those who advise girls reaching the cross-roads of marriage vs. careers.

The Health Officer

The work of the Division of Health Education of the Detroit Department of Health in improving the health of the Negroes of that city is described by its Director, Mary P. Connolly, in the article "Helping the Negro to Help Himself," which appears in the May-June issue. She tells of the cooperation given the program by Negro physicians, ministers and parents. She concludes that "The health problems of the Negro have not been solved in this city; in fact, with the transient character of many of these people, it may be years before any great improvement will be made. However, [maintenance of] the gains which have been shown and future gains will rest entirely upon the education which the Negro receives, the facilities which he may use as a result of the education, and the participation which he takes in his own and his neighbor's welfare."

Service

"What about Jobs for the Graduates?" is a thought-provoking editorial appearing in the June issue. It should have particular appeal to those who feel that college education gives one a free pass to white-collar jobs to the abhorrence of hard work. The August issue is the anniversary edition and marks the beginning of the third successful year of this magazine which is "dedicated to the men and women engaged in the various fields of service." In this issue appears an article by Roby W. Hilliard, "The Need for Occupational Guidance Among Negro Youth," in which he states that "When we consider the fact

that American people, as a whole, are making livings out of 20,000 different jobs and that most of the American Negroes are engaged in only 57 different occupations, we can readily sense the graveness of the situation. . . . There is a definite need for: shoemakers, carpenters, cooks, bakers, cafe operators, tailors, grocery store operators, operators of poultry farms, orchards, pecan groves, etc."

Practical Home Economics

In the August issue Mabel A. Ewing presents an interesting discussion of an important problem in her article, "What Type of Home Economics Program Would Attract the Brilliant Student?" Freda J. Gerwin tells "What We Pay for When We Buy Food" in the same issue. She concludes with "So the next time you call your favorite grocer for a quarter of a pound of your favorite butter to be delivered by your favorite messenger remember you are paying for: a favorite brand, cleanliness, service, cream, availability of pasturage, churning, packaging, scientific work to make the butter as fresh as the day it left Wisconsin, vitamin and food value content, a choice, the risk the grocer takes, storage, shipping, grade, rent, handbills, insurance, help of all kinds, taxes, correct weight, protection, and profit for all these services. Is it any wonder that it costs twelve cents?" Also included is an informative history of patchwork quilts by Harriet Morgan Fyler under the title "Patchwork Quilts Spell Romance."

Flash

A feature of the August 23d issue are some very interesting photographs of the Children's Theatre Group of Chicago. Also included is a series of photographs of Henry Armstrong, the "Champ in the Plural," who holds three of the seven major world's boxing championships. Announced is the organization of a National Advisory Editorial Board, members of which will contribute articles and criticisms in a new department of the magazine.

The Clearing House

In the May issue, W. E. Trebilcock contributed the article "Many of the 'lowest third' of our graduates are College Material." As Superintendent of Schools in Calumet, Michigan, the writer has been able to keep records of the success of his high school graduates over a period of years. His observations are: "1. Raising the requirements necessary to obtain a recommendation to college is not warranted in the light of the past and current performance of our graduates. 2. Colleges are right in anticipating that the most unsatisfactory results will come from students of low rank in high school. 3. Colleges which impose an admission standard of scholarship considerably above a minimum passing grade are probably excluding students who are capable of satisfactory work. 4. Colleges which take students without regard to their high-school rank are performing a real educational ser-

vice in many cases, inasmuch as they open the door of opportunity to many who otherwise would find themselves cut off from a college career. These students can either remain and graduate from such institutions or, on establishing their ability to do college work, can transfer to the very institutions which would not admit them in the first instance. 5. While it is wasteful and otherwise undesirable to have the unfit in college, it is also wasteful and otherwise undesirable to keep the fit out of college. For many students there is no adequate test of fitness except the actual attempt to carry college work."

Candid

"*Candid* derives from a Latin verb 'candere,' meaning to shine. 'To shine' signifies to be pure as truth itself. In their choice of a name the proponents of this magazine express their aims and purposes for the publication. By picture and by word *Candid* proposes to shine—and by its shining to illuminate the news affecting all sectors of current Negro life within its range." With these words a new Negro photo-news magazine was launched in June. Published in Wilmington, Delaware, the magazine is taking its immediate area as its special field. The managing editor is Mr. E. K. Anderson.

The Journal of the National Education Association

"I like the Junior College" is the title of a short article by Harry E. Tyler in the May issue. Mr. Tyler emphasizes that "I am glad to be connected with the public junior college because it is such a young institution, not hampered by age-old traditions. Here we are free to try new things, and the popularity of our institutions indicates the success we have had. Fundamentally, a junior college is a teaching institution, and those who cannot teach have no place on its faculties. There is no finer opportunity than that offered by America's newest educational segment, the public junior college. It is the personification of American democracy. I like the junior college."

Opportunity

In the August issue, John A. Davis tells, in "We Win the Right to Fight for Jobs," the story of the work of the New Negro Alliance in Washington, D. C., in "obtaining civil rights, setting up racial co-operatives, securing employment for Negroes in the District of Columbia government, and securing jobs in private industry through the use of consumer pressure." In the same issue George E. Cohran presents an examination and evaluation of the Social Security Act in his article "Social Security and the Future."

Recreation

"Twenty-three Authors and the Youth Problem" is the subject of a digest of "The Prospect for Youth," a symposium appearing in *The Annals* of the American Academy of Political and Social Science, November, 1937, by Arthur Wil-

liams in the July issue. This digest will be of much help to many who might be unable to read the entire symposium. In the August issue appears "Trends in Public Recreation," by E. C. Worman, which includes the following: "Provision of more adequate recreation for colored people has shown marked gains during the past fifteen years. Playgrounds for white and mixed groups have shown almost unbroken gains. The number of playgrounds for colored people has grown still more rapidly. This number increased from 135 in 1924 to 632 in 1937, a clear indication that certain parts of the South are meeting a long felt need." In the same issue is a very helpful contribution, "Books and the More Abundant Life," by Louise Richardson. This is an address which was made by Miss Richardson who names many books which she recommends for both intellectual and recreational activities. She states that "My suggestions for books and the more abundant life begin with three books which we all commandeer sooner or later, whether we be undergraduate, graduate, or neither. They are the 'Three Musketeers' of knowledge: A good atlas, a good encyclopaedia, and a good dictionary. These are books which are hourly counselors, arbiters, and companions. A speaking acquaintance with them is tantalizing; a casual friendship with them is unsatisfactory. We must live with them to enjoy and appreciate them."

The Southern Workman

Readers interested in the inner workings of one of our leading institutions will find much of interest in the "Report of the President" to the Board of Trustees of Hampton Institute in the June issue. In the July issue appears a reprint of an editorial, "Ernest Francis, — Negro, Hero," from *The Daily Press* of Newport News, Virgina. The supreme sacrifice of this Negro in line of duty should arouse sincere feelings of pride in all who read this editorial. The August issue has as its theme "Races and Friendship." It includes several papers read before meetings: "A Philosophy of Race Relations," by Harold L. Trigg; "Problems Which Elementary Schools Have With Teachers," by Marie McIver, and "The Needs and Future Development of Negro Education in Virginia," by J. M. Ellison. In his article, "Biology Teaching at Hampton," Thomas W. Turner stresses some pertinent factors which should interest all teachers.

The Educational Record

The July issue presents an account of the 21st meeting of the American Council on Education and contains the papers read before the Council and the President's Annual Report. One paper of particular interest was "Teacher Training *versus* Teacher Education," by Alan Valentine, president of the University of Rochester. He concludes with: "The main trouble with teacher education and hence with school education is clear: it

is not good enough. It is not good enough because in general teachers are not good enough. Both situations can be corrected if more young people of high intellectual and personal qualifications would elect school work as a career. They do not do so because they sense the mediocrity of the present system and react from its inflexible requirements. Why not take the obvious steps to do something about it?"

School Life

In the June issue Effie G. Bathurst writes about the "Curriculum Values of Travel," and how children's trips to national, State, and city parks can be related to the regular school curriculum. She states that "It is not in the park that curricular activity functions directly, but before the trip and after—particularly before school closes in the spring and when it opens in the fall." An annotated bibliography "Teaching of the Social Studies" is presented by Howard E. Wilson and Wilbur F. Murra. Of particular interest is the conclusion of the article by David Cushman Coyle, "Technological Changes and Their Meaning for Education," in which he states that: "In general it may be said that while in certain occupations the student with specialized training has a definite or even a vital advantage, in all occupations there are certain skills and virtues that are more necessary for personal success than ever before in our history. Modern conditions change so rapidly and in such unpredictable ways that specialized training alone is an unsafe investment. The worker in almost every trade or profession must be prepared at any moment to take a death-defying life leap as his job and his whole familiar setting suddenly explodes under his feet. If in addition to his special skill he has also the ability to learn quickly, to express himself clearly, and to grasp the meaning of an unfamiliar situation, adapting himself easily to a subordinate place and recognizing the proper openings for initiative and responsibility, his chances of landing on his feet are correspondingly increased. It is impossible to avoid all accidents in this fast-moving world, and even the most capable are sometimes caught helpless in the clutch of circumstances. But the less helpless our people are by training, the fewer casualties will have to be picked up by the stretcher bearers."

The Crisis

The July issue is a special number in celebration of the Diamond Jubilee of Negro Freedom. This issue contains interesting and factual contributions by some of the leaders in the thought and actions of the contemporary Negro. This issue and the August issue, 27th Annual Education Number, represent a wealth of factual and historical data on the social and economic phases of Negro life. The education number has as its feature article "The American Negro in College, 1937-1938." Other noteworthy contributions are "Educa-

tion in Self-Contempt," by Randolph Edmonds, who claims that Negro youth is being educated to regard the race with contempt by white teachers in mixed colleges and Negro teachers in Negro colleges; and "The Most Neglected Area in Negro Education," by Benjamin E. Mays, who stresses the need for "improving the religious and theological training among Negroes."

The Elementary School Journal

"What Sort of Person Should a Beginning Teacher Be?" inquires the title of the article by Roscoe Pulliam in the June issue. The writer lists seven main questions with many sub-questions under each, to be asked about a prospective teacher. The main ones are, "A. Does the prospective teacher know how to work? . . . B. Has he mastered the fundamental tools of education?. . . C. Does he have scholarship in his own field and in related fields fundamental to his own?. . . D. Does he appear to have the personal qualities necessary to success in teaching? . . . E. Does he have scholarly interests? . . . F. Does he have a sense of social responsibility?. . . G. Does he have an open mind?"

Hygeia

In the August issue Ethel S. Beer talks directly to adults in her article, "Reasoning With Children." She states that "Children are by no means always at fault in their relations with adults. Often it is the latter who err. Grown-ups frequently are unreasonable in their own behavior. This is particularly noticeable in their treatment of children. Instead of assuming that children are sensible human beings they consider them simpletons and act accordingly." The writer discusses such types of treatment children are subjected to as: adults talking down to them, using absurd types of reasoning, and demanding blind obedience. She continues that adults "must be able to face the truth that sometimes children know better what is good for them than the adults themselves. Somehow they learn to figure out problems. This is a necessary part of their existence. Consciously or unconsciously they are able to look after themselves much more than they generally are allowed to. At times they are superior to adults in reasoning out their behavior. . . . Dealing with children on the same level as our friends rather than treating them as a special species should be not only more effective but more pleasant." In the same issue Herman M. Jahr continues his series of articles under the general heading of "Bad Habits in Good Children," with "Whining." He states that "The term 'whining' as used here implies the habitual intensification or falsification of symptoms and complaints in order to gain sympathy or escape responsibility." Children who whine, he avers, "as a rule are mentally bright. The fact is they have to be bright to outwit their elders. Generally, however, they are an unadjusted lot and merely utilize their fantastic illnesses to cover up a fear

of competition and of reality. While in some instances the complaints are theoretically prompted by a biologic mechanism in defense of the child's ego, one often encounters cases that are pure fakes consciously perpetrated as a means to an end."

The Negro History Bulletin

"The Negro Throughout the Wide World" is the subject of one of the feature articles in the June issue. Also of interest is "African Contributions to the Progress of Europe."

The School Executive

In the May issue appeared the article "Meet the Wife!" by W. W. Carpenter and A. G. Capps. On the basis of answers to a questionnaire by "213 superintendents and superintendents in training, largely from the State of Missouri, but with representatives from many other states," the writers were able to portray a composite wife of a school administrator. She does the following: entertains faculty members and their wives, attends and takes part in the P.T.A. and other community meetings, does social service work among the unfortunate, does not usually do much writing but reads a great deal, attends the movies, school dances, community card parties, school card parties and gives card parties in her own home. They add also that "She is friendly with the members of the community and assumes social responsibilities when asked. By reading widely in the educational literature she can be very helpful to her husband. However, her personality in the home is one of the real factors in her husband's success. To all who come, she is friendly, unselfish, sympathetic and tactful. She is pleasant, but sincere. She is neat in appearance. She is courteous and efficient in social affairs. She is well educated and intelligent, interested in the educational affairs of the community, but must carefully guard against dominating the opinion of the group or in gossiping." A series of articles on "School Fires" appear in the June, July, and August issues. In the same three issues are articles in a series of "prescriptions, each outlining the qualifications for a specified school position." They consider "The Physical Education Director," "The Nursery School Teacher," and "The Curriculum Director," respectively.

Journal of the National Association of College Women

Publication number 14 contains tributes to the late Dean Lucy D. Slowe, of Howard University. "The Challenge of Rural Education," by Alethea H. Washington, presents much that is informative and factual. There are many other articles of interest in the pages of this journal.

The Grade Teacher

In the September issue appears such interesting articles as "The Stuttering Child," in which Verne Milde tells of ways in which teachers may help such pupils; "Grasshoppers and Locusts," which pre-

sents material for a natural science unit, by Martin W. June; "Beginning an Activity," how the activity program may be initiated, is told by Elaine Jacobus, and "Our Community," a correlated social studies unit of activity, by Marie F. Monnett.

Student Life

"Experience Through Creative Writing," by Emma M. Brown, in the May issue, describes the work of two classes in creative writing conducted at the Skinner Junior High School, Denver, Colorado. In the same issue, Hannah Logasa gives many helpful suggestions for the pursuit of hobbies in her article, "Ride a Hobby."

Consumers' Guide

"New Rules for Foods and Drugs" appears in the July number. This article is an interpretation of the provisions in the new law protecting the Nation's food, drug, and cosmetic supplies. Other articles of interest are "Outfitting the Home Cannery," which is based on three prerequisites to canning at home—counting costs, knowing how to can, and possessing the right equipment, and "Your Food Supplies and Costs," which gives factual information on the trends of supplies and costs of food.

The North Georgia Review

In the summer issue, Paula Snelling, co-editor of this "magazine of the Southern regions," presents some notes, which will later be expanded into chapters of a book on Southern Literature, under the title of "Southern Fiction *and* Chronic Suicide." After reading consecutively over a hundred books of southern fiction of the past century, Miss Snelling states that "The most obvious and the most obdurate pattern to solidify (and one often noted and commented on by others) from the reading of these quarter million pages of romance grows out of the extent to which the characters in our southern fiction have their role determined by the color of their skin. From mild wonderment at the concern and importance our writers so consistently attach to whether their packages of sawdust come wrapped in white or black cellophane, one soon passes into the conviction that it is this very unwillingness to concede human dignity to their black characters which has circuitously brought about also in our authors the inability to make of their white characters more than a simulacrum of aristocracy." "And the Waters Flow On" are interesting glimpses of China written by Lillian E. Smith, co-editor of the magazine.

BOOK REVIEWS

■ *A New Deal for Youth.* The Story of the National Youth Administration, by Betty and Ernest K. Lindley. (New York, The Viking Press, 1938. 315 pages. $3.00.)

"To see what NYA is doing in the most personal human terms, to calculate its cost in dollars, and its returns in permanent improvements and strengthened morale, the authors of this book traveled more than 15,000 miles. They saw buildings rising in Oklahoma, hospitals

staffed in New Orleans, furniture shops humming in Kentucky. Everywhere they went they found new bridges, playgrounds, clothes, homes. They talked with the girls and boys, the supervisors, and the townspeople in communities where NYA is in operation, and everywhere they found new hope." The results of their travels are revealed in the interestingly written and highly informative pages of this book. The writers include details of how the NYA is operating for the benefit of all races in America. Of particular interest is the chapter devoted to stories the supervisors tell about NYA youth which include the following:

"Caroline, 20 years old, a Negro girl, is the second in a family of seven children. The father has no steady employment and does odd jobs when he can find them. The mother takes in washing.

"Caroline was assigned to the homemaking project and was trained for maid service. She was taught cooking, meal planning, table-setting, serving, some sewing, and all phases of housework. She is now working in a private home where the mother is employed during the day. Caroline takes full charge of the home and of two small children while the mother is at work."

The story of Caroline is typical of those of thousands of youths being assisted by the NYA in various ways related by the authors in this volume. The profuse illustrations and the analytical appendices should help to make the entire book invaluable to teachers, personnel directors, social workers, and others interested in youth.

■ *American Youth: An Annotated Bibliography*, by Louise Arnold Menefee and M. M. Chambers. (Washington, The American Council on Education, 1938. 492 pages. $3.00.)

This volume, prepared by the American Youth Commission, is an annotated bibliography on 2,500 youth literature items, some 90 per cent of which have been published since 1930. One value is that it "affords a sort of panorama of the writings on youth problems during the depression period." While not exhaustive, the book affords a wealth of abstracts of recent literature in the all-important field of literature concerning youth for the layman as well as the professional person. It contains an 18 page section devoted to literature bearing on Negro Youth which should be helpful to those interested in that subject. Included also is a listing of bibliographies of writings on Negro Youth. It has a separate directory of book publishers which is also useful. This is a valuable reference to have on the desk of those active and interested in the problems of youth in a modern society.

■ *The Negro in American Fiction*, by Sterling Brown. (Washington, The Associates in Negro Folk Education, 1937. 209 pages. $.50.)

This is number 6 of the series of "Bronze Booklets" published with the purpose of bringing within the reach of the average reader basic facts and progressive views about Negro life. Written by Howard University's Sterling Brown, a poet and writer of no mean ability, it traces the treatment of the Negro in American fiction from 1794 to 1937. The writer's "easy-reading" style, coupled with his wide knowledge of his field, makes this booklet interesting and valuable to the layman. The discussion questions after each chapter assist in a more thorough understand-

ing of the materials read. The selected list of books and articles at the end of the booklet are of aid in further consideration of the subject. A significant statement by Mr. Brown in the introduction is that "As we go to the Russians, the Scandinavians, and the French for the truth about their people; as we go to the workers and not to the stockholders, to the tenants and croppers and not to the landlords, for the truth about the lives of the workers, tenants and croppers, so it seems that we should expect the truth of Negro life from Negroes. The Negro artist has a fine task ahead of him to render this truth in enduring fiction. So far, much of what seems truthful has been the work of sympathetic white authors. In all probability white authors will continue to write about the Negro. Sometimes similarly conditioned in America's class structure, sometimes extremely sensitive and understanding, they will get at valuable truth. But Negro novelists must accept the responsibility of being the ultimate portrayers of their own."

■ *Southern Negroes, 1861-1865*, by Bell Irvin Wiley. (New Haven, Yale University Press, 1938. 366 pages. $3.00.)

In this very interesting volume, the author undertakes the task of discussing every aspect of Negro life in the South during the Civil War. It is divided into two parts: "Negroes in the Confederacy" and "Negroes under Federal Control." In the first part, there is presented a great deal of information which has to do with the life of the Negro in the South before 1860, as well as during the war years. Notable in this respect are the author's elucidations on the privileges and privations of the slave, his religious and social life, and his various labors. The author shows considerable balance in discussing the conduct of the Negroes and their faithfulness, or the lack of it, to their erstwhile masters.

In the second part, Professor Wiley discusses, in some detail, the confusion over what should be the attitude of the federal government toward its new charges. His argument that "freedmen's affairs would have been more successfully administered if they had been left entirely in the hands of military authorities" may be sound, but was not very convincing. It can hardly be said, moreover, that the information which he presented on the education of Negroes in the South during the war years and fighting on the Confederate and Union sides was a contribution, in view of earlier publications in the field. The United Daughters of the Confederacy, however, thought Professor Wiley's manuscript to be worthy of the Mrs. Simon Baruch Prize, given biennially for the best essay in Southern history.

The author's efforts to present an unbiased, realistic picture of the period under observation were successful only to a limited extent. His references to Negroes as "darkies," "sable urchins," and "old Negroes" show rather clearly an effort to be either romantically picturesque or objectionably contemptuous. The monograph should not escape the eyes of teachers of American history, but any perusal of it must be done with the utmost care and with critical dispassion.

—John Hope Franklin.

■ *The Structure and Administration of Education in American Democracy.* (Washington, D. C.: National

Education Association and American Association of School Administrators, Educational Policies Commission, 1938. 128 p. $.50.)

Trends in structure and scope of the common school system, as well as certain relationships of local, state, and federal educational authorities constitute the subject matter of this new volume. As in its other publications, the Educational Policies Commission outlines policies for the guidance of school administrators and other educational authorities.

There is a marked tendency today to look upon the common school system as extending from the nursery school through the junior college. Traditional school organization is being modified to include nursery school, kindergarten, and the first six grades as a first unit; a four-year program of continued general education as a second unit; and a final four-year program in which some differentiation according to vocational and other interests is begun. Units for administration and attendance should be large enough to ensure at least a desirable minimum of educational service at a reasonable unit cost.

The growing economic and sociocultural unity of this nation calls for increasing participation of the federal government in the financial support of public education in the several states. Such support should tend to equalize educational opportunity without involving control by the federal government.

The book was prepared by the Educational Policies Commission in collaboration with Dr. George D. Strayer. Illustrations are by Edward Shenton. Attractively bound in cloth and boards, this volume is the second of a series on "Education in American Democracy" begun in February, 1937, with publication of *The Unique Function of Education in American Democracy.*

Recent Publications of Interest

■ *Standards of Relief: An Analysis of One Hundred Family Case Records,* by Anna Roselle Johnson. (Washington, The Associated Publishers, Inc., 1938. 153 pages. $2.15.)

A study of 50 white and 50 Negro families on relief in Washington, D. C.

■ *From Captivity to Fame or, the Life of George Washington Carver,* by Raleigh H. Merritt. (Boston, Meador Publishing Company, 1938. 230 pages. $2.00.)

A new edition of the volume first published in 1929.

■ *The Colored Situation,* by Faye P. Everett and others. (Boston, Meador Publishing Company, 1938. 328 pages. $2.00.)

A revision of the volume published in 1936 with additional content, changes in the diction and improvement in the mechanics of the book.

■ *Ideals and Adventures,* by Emma E. Akin. (Oklahoma City, Harlow Publishing Company, 1938. 251 pages. $.95.)

Book four of the Negro American Series of readers.

■ *Reveille to Taps* (Institute, W. Va., West Virginia State College Bulletin, Series 25, Number 5, August, 1938).

A lithographed publication containing candid camera shots of West Virginia State College in action.

■ *The Next Step* (Oklahoma City, Board of Education. 1938. 47 pages).

An illustrated guidebook for pupils in the separate high school of Oklahoma City, Oklahoma.

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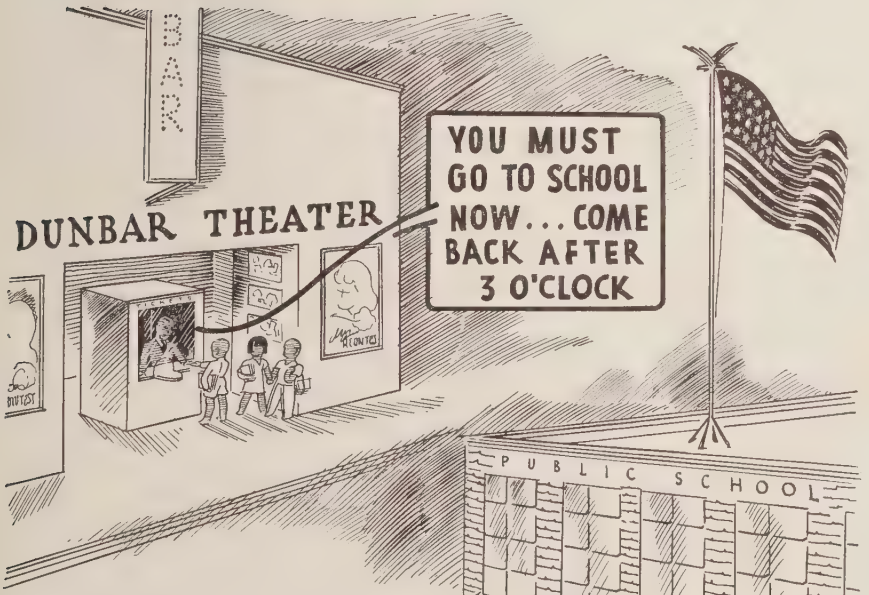

It has been the policy of The Dunbar for the past several years NOT to admit children of school age until 3 p.m. on school days unless accompanied by a parent. This same policy is still in effect... *The Management*

EDITORIAL COMMENT

THE FIELD OF GUIDANCE

A GREAT number of factors are operating which tend to make *Guidance* one of the most important phases of education. The maladjustment of youths and adults indicates that something in the educational process has been lacking. The social order has changed in magnitude, complexity, and speed, creating problems and situations which can effectively be met only by purposeful planning, anticipation, and conditioning. If the purpose of guidance is to promote effective adjustments in life situations, it may be expected that maladjustments will obtain in proportion to the lack of guidance. It follows, then, that formal guidance in the school is needed in proportion to the lack of interest in, and ability and facilities for guidance in the home.

Because of the educational and social background of Negroes, and of their present social and economic status and outlook, they are in imminent need of guidance, a fact that is increasingly being recognized by everyone concerned.

The reorganization of schools, curriculum revision, and change in methods of teaching call for the application of the principles and techniques of guidance. These developments cannot proceed intelligently without the motivation and support which comes from interest in the ultimate welfare and happiness of the individual. This is shown by the increased emphasis in the school on preparation for effective functioning in fundamental life activities, such as home life, citizenship, vocations, healthful living, recreation, and ethical conduct.

Certain governmental activities are also emphasizing the importance of and need for guidance, examples of which are the following: study and report of the Advisory Committee on Education; passage of the George-Dean Act in the interest of vocational education; activities of the National Youth Administration; establishment of the new Occupational Information and Guidance Service in the Office of Education; educational activities of the CCC; organization of a Federal Committee on Apprenticeship; development of the U. S. Employment Service; W.P.A. Adult Education program; the growing interest in the enactment of Federal educational legislation; child labor amendment; the extension of the age for compulsory school attendance; and Federally and State sponsored studies of vocational education and guidance.

All of these activities have definite implications for guidance. They all point unerringly to the time when every teacher must be familiar with

the elements of guidance, and when there will be a great demand for specialists in that field. At present there is a dearth of Negroes qualified to meet this demand. Few teachers are aware of the need of an orientation in guidance principles and techniques. Will schools wait until it becomes a requirement for certification before they introduce guidance courses in their teacher-training programs? Will those who are interested in guidance as a specialty, because of inadequate preparation, lose their chance at openings that will inevitably follow in the wake of the developments mentioned above? It is our hope that they will not.

The Outlook is not desirous of starting a stampede toward the field of guidance, but it is sounding a warning, and suggesting intelligent consideration of it as a new occupational opportunity; and it proposes to continue to do what it can in stimulating interest in, and furnishing information about, this important phase of education.

WELL SPENT

THE wind sweeps, whistling through the trees,
Cascading leaves o'er the earth;
For frost has touched each passing breeze
And tinged it with a ragged mirth.

Bereft, the trees stand tall and bare,
When leaves of russet, drest so gay,
Join reveling gold everywhere,
In a last mad frolicking play.

Soon will come soft blankets of snow,
To tuck the boisterous leaves within,
Snug and sheltered from winter's blow,
With all its wild and raging din.

Then, spent and crumbling in the freeze,
The frosty soil, their only urge;
The fount from whence the mother trees,
Drew life's sap in an upward surge.

Resting, after a well spent life,
Of wholesome play and honest toil;
Safe and secure from a world of strife,
Peace and content without turmoil.

—Samuella Harlan

Integrating School and College Subjects

Reid E. Jackson

I make bold, at the very outset, to assert that school subjects should *not* be integrated or correlated. Maybe I am a little too presumptuous in assuming that any group of teachers—especially college teachers—conversant with the modern conception in education need this point illustrated to them. But, alas, observation in classrooms and talks with school administrators time and time again, have convinced me that such discussion is not amiss.

Subjects Should Not Be Integrated

I speak literally when I state that school subjects should *not* be integrated and correlated. My complaint is registered in face of the fact that many teachers caught in the contagious wave of "progressive education" have set industriously about the task of fusing large blocks of subject-matter from, hitherto, unrelated fields. Can't you see, at once though, what is really happening — simply a reclassification of subject-matter in larger doses? And here is the formula: "I will take this piece from this area and place it over here in this other field with that bit of knowledge because they seem to go together." The paradox in the situation manifests itself when one realizes that those familiar bedfellows "teacher-domination" and "predetermined subject-matter" appear once more in a new setting. Here at once, then, one of the underlying tenets of the democratic philosophy in education has been violated.

While it is not my primary purpose to champion the cause of progressive education — and frequently I believe that the less said about progressive education *per se* and the more attention focused upon the natural development of the individual, the better — I deem it expedient to enunciate more clearly, some implications of those basic assumptions of the democratic conception in education which I consider essential to the discussion at hand.

Need of Self-Activity

Fundamental to the democratic point of view in education is the concept of self-activity. Much more lip-service, I am afraid, than actual utilization of the principle has been given to this concept. The keyword, undoubtedly, is self. It is exceedingly important that activity on the part of the pupil in the school must derive from within the self. But what good is it to preach the gospel of self-activity and then dictate to your pupils the nature of the activities in which they engage. Furthermore, one vitiates the efficacy of the activity movement when he supposes that he has fulfilled the

contract by virtue of the maintenance of physical activity in the classroom. True, a step forward has been made when the strained atmosphere occasioned by rigid discipline and "apple-pie" order becomes a relic of the past. But, on the other hand, overt physical activity is not enough. It must be overt activity guided by a purpose that is the pupil's own.

Need of Creative Activity

Hand-in-hand with the concept of self-activity goes the doctrine of creative activity. No longer is it held that creativeness is the attribute of the artist alone. Instead, the idea is gaining currency that purposeful activity consummates itself in creative activity. In order for an individual to realize specific goals, it is necessary to create new responses out of old responses in prior situations in order to solve those novel situations which might and do arise. In this regard Kilpatrick avers:

> "We have no right at all . . . to say that here are a few people who stand at the upper end of the human line and they are the only ones who can create. They may be the only ones who can create great creations but they are not the only ones who can create. Every one of you, every child that you have . . . is capable of creation, and in fact does create every day."[1]

The inference is obvious. Every individual is born with the power to create and it is incumbent upon the school to provide that environment which will challenge this potential creative ability. Just a word more, the significance of creativeness, contrary to the belief of many, is not in the excellence of the finished product but rather in the act itself — the attempt to create something according to one's own desires and specifications. This is a point that should receive more emphasis in the program of the school.

New Conception Needed

Recent endeavors have aimed at the revision of the curriculum. It is not so much the reconstruction of the curriculum, however, that is important as it is that there be a change in the concept of the curriculum. Not until this comes about will the curriculum — revision programs, now in vogue, be successful. Indeed, the curriculum — if we give our allegiance to the modern conception in education—can no longer be regarded as a tangible, systematically-organized body of subject-matter. Instead, the curriculum should be conceived to include those everyday experiences which facilitate the development of such intangibles as attitudes, ideals and the like. Skills, too, will not be left out of the picture, but they will come as the *result* of experiences rather than *lead* to experiences. The issue resolves itself, then, into the doctrine of a subject-centered curriculum as arrayed against the concept of a curriculum projected on an experimental basis.

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[1] W. H. Kilpatrick, "Some Basic Considerations Affecting Success in Teaching Art," *Teachers College Record*, January, 1931. p. 353.

Integration Through Units of Work

Coincident with the advent of the progressive movement into education came the development of the unit of work. No one term in educational parlance has enjoyed as varied interpretation as the unit. Not only has the unit become enmeshed in ambiguous terminology but also in dubious procedures. There has been one common element, however, in the diverse forms of the unit. Basically, just as in the case of so-called fusion courses and core curricula, the "units of work" have fostered the integration of subject-matter. In sum, a unit of work is usually considered a unit of subject-matter. Now, if we are to be consistent with the newer concept in education, we must re-examine the nature of the "unit of work." If we accept the definition which posits the curriculum as the total of all those experiences which a pupil undergoes as a result of the influence of the school, then the fallacy in the construction of the "unit of work" as a unit of subject-matter is self-evident. The unit of work, in its true sense, is a unity of pupil experiences. This hypothesis will be developed, in more detail, at another point in this discussion.

Those fundamental assumptions which I have outlined—sketchily—it is true—by no means represent all the generalizations basic to a democratic conception in education; but they suffice as a background for a few suggestions which I would like to offer.

(To be concluded)

A Democratic Program

Tinsley L. Spraggins

THE revised courses of study for the Virginia schools, which went into effect in 1931, organized the pupils' instruction around problems of social significance, problems in which the boys and girls can become seriously interested and in which they can see some purpose. As Mr. A. G. Richardson, Assistant Supervisor of Negro Education in Virginia, states, "the school's responsibility is to educate for social usefulness all the pupils in its supporting community." In accord with these points of view the pupils, faculty, patrons and members of the School Board participated in formulating the organization of the Culpeper County Training School along these democratic principles in 1936.

Vitalizing Social Studies

A good example of this "integrating program" was carried out in the Social Studies department by the pupils and teacher. Two units were worked out on "How We Finance Our Government" and "De-

pressed Groups and Social Struggle." These units were local in significance, however national in scope. The pupils learned how their government is financed and how the local government is spending the taxpayers' money. They also found out about some social problems in Culpeper, e.g., poverty, crime and the wage-earner, with the idea of aiding these depressed groups. From the information acquired from these units the students compiled a monograph entitled, *"Facts About Culpeper."*

In the course in Building Citizenship the teacher and pupils decided to beautify the school grounds. This project was completed at a cost of $300, which was raised by entertainments, contributions from the pupils, patrons, local business firms, fraternal organizations and the local school board.

Library and Laboratory Additions

In 1936 the library contained only fifteen volumes and no periodicals. The pupils and teachers made appeal for books. Articles were written in the local papers and the "Hilltop," the school's paper, stating the advantage of a good library. Through this plan the teachers and pupils have placed in the library over 700 books, many pamphlets, and magazines. The volumes are properly catalogued and classified. There is a total circulation of books, magazines and pamphlets of 150 per day.

A Science laboratory was added to the school in order that the pupils may get some practical experiences in studying Biology and General Science. This was done at a cost of $125, paid by the School Board and County-Wide League.

Extra-curriculum Participation

There is an attempt to see that every child in the school enters into some form of activity. The following clubs and organizations were started from the suggestion of the students: 1. Junior League, 2. Wel-

CULPEPER COUNTY TRAINING SCHOOL, CULPEPER, VIRGINIA

fare Club, 3. Social Club, 4. Social Service Club, 5. Construction Club, 6. Athletic Association, 7. Safety-patrol Club, 8. Glee Club, 9. Hilltop Staff. The members of these clubs functioned on the democratic principle of service to the community. A good example of this can be seen in the work of the Social Service Club, which gave aid to the patrons in need, and necessary clothing to students in order to keep them in school. The *Hilltop Journal* is a means of the students expressing themselves on educational, social and political problems. This is the only newspaper in Northern Virginia published by a Negro school.

Increasing Attendance

In the Annual Report of the Superintendent of Public Instruction of Virginia for 1935-36 Mr. Fred M. Alexander, Supervisor of Negro Education, stated that the basic need of Negro Education in Virginia is "The enrollment of all Negro children of school age." The school census of 1935-36 reports that in Culpeper County 1,488 children should be in school; however, only 913 are enrolled, which is 61 per cent. After a careful study of the census report for Culpeper County the Training School and the Parent-Teachers' League saw that one of the basic needs of Negro Education in this county was to increase the enrollment of the schools. The Parent-Teachers' League formed committees to work with other patrons in each school district to see if more children of school age could be enrolled in the schools.

In organizing the pupils' instruction along the democratic principles as planned by the State Department of Education, the parents, pupils and teachers in Culpeper are working very diligently in helping the state officials to carry out their program.

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Excellent business opportunity for person with training, experience, and character. Should be willing to learn and grow with the enterprise. Must finance own program. Liberal commission offered. In applying please give references, experience, and training.

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The President

The National Education Press, Inc.

1210 Lamont Street, N. W., Washington, D. C.

Education, The Happiness Trail

(A Unit of Work for American Education Week and Negro Achievement Week Developed in Grade 6)

L. A. Duckett

I. Foreword

Americans love freedom. It was love of freedom that led to the struggle for independence which gave birth to the Declaration of Independence. It was this love of freedom that culminated later in the conflict between the States. This conflict was terminated by the Emancipation Proclamation that brought this beloved freedom to an enslaved people of the American nation. American freedom, however, is not safe because its basis is not thoroughly sound and truly honest. The problem arises, "How can this freedom be protected and modified for the benefit of all of its citizens?" Those in the foremost ranks of American life believe that education is the happiness trail that will accomplish this feat. The observance of American Education Week and Negro Achievement Week has brought into the limelight the value of education for greater inter-group neighborliness and useful living. The importance of this unit of activity is evident in showing what education is doing to promote an intelligent citizenry that will strive to create a better and happier America through cooperative group effort and living in the best interests of all.

II. Objectives

A. Teachers'

1. To give opportunity for group and individual development through a study of the importance of American Education Week and Negro Achievement Week.
2. To instill a feeling of gratitude for the values derived from a good school education.
3. To awaken an appreciative attitude for the services of eminent persons who have made living joyous.
4. To develop important factual knowledge on Negro Education and its influence.
5. To stimulate an appreciation of Negro contributions and usefulness.
6. To secure cooperation of parents in school education.
7. To present an assembly program based upon Negro Achievement Week and American Education Week.
8. To emphasize the part education must play in creating a better and happier America.

B. Pupils'

1. To find out why American Education Week and Negro Achievement Week are observed.

2. To learn to appreciate the values of a good school education for happy living and usefulness.
3. To know and to appreciate the work of the schools.
4. To gain new information on the influence of education upon Negro life and usefulness.
5. To appreciate the work of eminent persons who have enriched living.
6. To share experiences gained by presenting a program covering American Education Week and Negro Achievement Week.

III. Problems

Major Idea:

American Education Week and Negro Achievement Week stress the importance of education as the trail for happines and usefulness.

Minor Ideas:

(1) The aims of American Education Week and Negro Achievement Week are important; (2) the schools are doing much to make children happy and useful; (3) many eminent educators have spread and are spreading inter-group harmony through education; (4) education has done and is doing much to aid Negro life and usefulness; (5) through education, America will become better and happier.

IV. Initiation and Motivation

(1) Exposure of children to posters on American Education Week; (2) exposure of children to pictures of eminent persons who have enriched life; (3) approach through movie reel of school activities, interesting experience of the class, radio broadcast, a story on some famous educator, dramatization of poem as "In The Morning," a current newspaper article.

V. Suggested Activities

A. For gaining knowledge:

(1) Reading articles and stories in books, magazines, readers and pamphlets; (2) reading to find out about eminent persons as Horace Mann, Booker T. Washington, Harriet B. Stowe, etc.; (3) listening to radio programs telling of achievements of Negroes; (4) seeing movies on the work of the school; (5) visiting library to see exhibit on American Education Week; (6) listening to American Education Week broadcast; (7) collecting newspaper and magazine articles related to education.

B. For utilizing information:

(1) Planning an assembly program to share information; (2) writing short stories, plays, poems on suggested topics; (3) making booklets illustrating work; (4) modeling clay models of eminent persons; (5) discussing information found in groups; (6) designing covers for programs; (7) reading aloud short newspaper accounts relating to unit.

C. Culminating activities:

(1) Presenting a play showing the contribution of Negroes to American life; (2) giving an exhibit showing work accomplished.

VI. Subject Matter

A. The importance of American Education Week and Negro Achievement Week:

(1) To arouse appreciation for the progress made in universal education; (2) to stress the importance of education in destroying ignorance; (3) to show the work of the schools in enabling people to achieve a happy, useful life; (4) to stress the work of education in promoting peace; (5) to show the influence of education in the building of character; (6) to show the influence of education upon Negro life and usefulness; (7) to pay tribute to eminent people who have promoted and are promoting intergroup harmony by their services; (8) to point out the need for continued effort in education to create a better and happier America.

B. The Work of the Schools:

(1) Health and safety training; (2) distribution of knowledge; (3) social activities; (4) development of happy, useful citizenry; (5) formation of worthy habits, attitudes, etc.

C. Eminent people who have enriched life:

(1) Contributions of:

Educators—Horace Mann, Florence B. Hale, Booker T. Washington, Ambrose Caliver; *Musicians*—Samuel C. Taylor, Walter MacDowell; *Writers*—Harriet B. Stowe, Samuel B. Clemens, James W. Johnson, Carter G. Woodson; *Artists*—Jean Millet, Henry O. Tanner; *Scientists*—Marie Curie, Benjamin Banneker.

(2) Value of their services.

(3) Our debt to them.

D. Education and the Negro:

(1) Benefits derived; (2) services rendered in various activities; (3) needs in Negro Education.

E. Creating a better and happier America:

(1) What American ideals are; (2) changes needed; (3) how obtained; (4) values to be derived.

VII. Integration with Other School Activities

A. Reading (Silent and Auditory):

The Story of American Education Week; You and Your America (pp. 243-250, Child Library Reader, Book VI); The Value of Reading in Gaining Knowledge (pp. 18-23, Reading to Learn, Book II); Who Are Americans (pp. 546-549, Thought-Study Reader, Book VI); The Big Job of Keeping Well (pp. 142-171, Thought-Study Reader, Book VI); Courtesy (pp. 361-365, Reading to Learn, Book I); How to be a Courteous Person (pp. 363-373, Reading to Learn,

Book I); Good Sleeping Habits (pp. 91-98, Reading to Learn, Book I); Living Safely (pp. 99-109, Reading to Learn, Book I); How to Avoid Being Fooled (pp. 101-117, Reading to Learn, Book II); How Does Knowledge of Our Country Make Us More Patriotic? (pp. 58-61, Reading to Learn, Book III); How Can We Show Patriotism? (pp. 55-57, Reading to Learn, Book III); In What Way is Patriotism Loyalty to the Future? (pp. 62-63, Reading to Learn, Book III); What is World Patriotism? (pp. 64-69, Reading to Learn, Book III); The Negroes' Friend (pp. 123-147, Little Stories of Well-known Americans); Up from Slavery (pp. 51-20, The Upward Path).

B. Literature

The Road to Happiness—Rose B. Foster; True Citizens—Mary E. McDowell; Oath of Afro-American Youth—Kelly Miller; Think for Yourself—Sir Walter Scott; The Law of Good Health—Prize Morality Code; Be Useful—George Herbert; A Negro I Am—William B. Frasier.

C. Music

Hail! Public Schools; America, The Beautiful; Lift Every Voice and Sing; Through Freedom's Gleam.

D. Industrial Art

Making of posters, clay modelling.

E. Arithmetic

Reading and writing large numbers; drill on fundamentals with whole numbers and fractions; problem solving.

F. Language Arts

Writing original stories, letters, plays, poems for the program; sharing information with others through an assembly program; discussing information found; telling stories on various phases of the activity.

G. Spelling

Necessary words for compositions; classroom difficulties; words selected from grade list.

H. Geography

Industrial Centers of America; Study of industries aided by Negroes.

I. Physical Education

Virginia Reel, games, English folk dances.

J. Handwriting

Writing of letters, plays, stories, etc.; writing of invitations; practice in letter formation—individual handwriting difficulties.

VIII. Expected Outcomes

1. Growth in cooperation
2. Growth in the use of reference material
3. Success in presentation of program
4. Growing sense of responsibility
5. Familiarity and participation of parents in school activities

6. Increased knowledge and appreciation of school education
7. Appreciation of contribution of Negro to America
8. Appreciation of services of others toward inter-group goodwill
9. Increased sharing of experience with others
10. Growing power to solve a problem with which one is confronted
11. Participation of each child in program
12. Critical analysis of work achieved

IX. Bibliography

A. Teachers Readings

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National Educational Outlook Among Negroes — The National Education Press, Washington, D. C.

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Brown, Ina C.—The Story of the American Negro—Friendship Press, N. Y.

Washington, Booker T.—Story of My Life and Work—Nichols & Co., Atlanta, Ga.

Who's Who in Colored America.

Woodson, Carter G.—The Negro in Our History — Associated Publishers, Washington, D. C.

B. Children's Readings

The Negro History Bulletin—Associated Publishers, Washington, D. C.

Cuthbert, Marion—We Sing America—Friendship Press, N. Y.

Haynes, Elizabeth R.—Unsung Heroes—DuBois & Dill, N. Y.

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Nisenson & Parker—Minute Biographies—Grossett & Dunlap, N. Y.

Haywood, Carolyn—Little Pictures of Big Americans—McLoughlin Bros., Springfield, Mass.

Chase, Mary D.—The Story of America—Whitman Publishing Co., Racine, Wis.

Large, Laura A.—Little Stories of Well-Known Americans—Platt & Munk, N. Y.

Pritchard & Ovington—The Upward Path—Harcourt, Brace & Co., N. Y.

Landrum, Bessie—Stories of Black Folk for Little Folk—A. B. Caldwell Pub. Co., Atlanta, Ga.

X. Materials and Their Sources

National Education Association—1201 16th St., N. W., Washington, D. C. (Posters, literature, suggested programs)

Associated Publishers — 1538 9th St., N. W., Washington, D. C. (Books, bulletins, pictures of Famous Negroes)

Perry Picture Company, Malden, Mass. (Pictures)

Visual Education Dept.—Public Schools, Washington, D. C.

Office of Education—Washington D. C. (Bulletin, etc.)

TESTS

True-False Test

WHAT TO DO: Read each statement carefully. If the statement is *entirely true,* write "YES"; if the statement is *only partly true,* write "NO."

1. American Education Week and Negro Achievement Week are both observed in the month of November.
2. Horace Mann was a friend of school children.
3. Samuel Clemens is the pen name of Mark Twain.
4. The first American clock was made by Benjamin Banneker.
5. Schools aim to develop boys and girls into happy, useful citizens.
6. African Myths is a book by Carter G. Woodson.
7. Booker T. Washington was the founder of Hampton Institute.
8. One aim of American Education Week is to show the importance of school education.
10. Ambrose Caliver is the Senior Specialist in Negro Education.
11. Education is important in promoting peace.
12. Radium is useful in the treatment of rabies.
13. The Negro has been greatly helped through education.
14. Henry O. Tanner achieved much in science.
15. American Education Week comes the third week in November.
16. Harriet Beecher Stowe wrote "Uncle Remus."
17. Greater inter-group harmony is possible through education.
18. James Weldon Johnson founded a school for Negroes.
19. Jean Millet was famous for his efforts against slavery.
20. The discovery of radium by Pasteur has greatly aided healthy living.

Completion Test

WHAT TO DO: Supply the missing part.

Person	*Achievement*
1. ----------	1. To a Wild Rose
2. Harriet B. Stowe	2. ----------
3. Booker T. Washington	3. ----------
4. ----------	4. Radium
5. Horace Mann	5. ----------
6. ----------	6. Made first American clock
7. ----------	7. The Raising of Lazarus
8. ----------	8. Wrote "Lift Every Voice and Sing"
9. Ambrose Caliver	9. ----------
10. ----------	10. Set to music the poem "Hiawatha"

The Negro American Series

Josie Craig Berry

Oklahoma has made a distinctive contribution to the field of education in this new series of readers written expressly for Negro children. Nothing of this type has come within the observation of the writer that is quite so ambitious and inclusive. What was started as a frank experiment by both author and publisher is turning into an absorbing piece of good business.

Teacher Turns Author

Mrs. Emma E. Akin is supervisor of elementary grades at Drumright, Oklahoma. While she found ample material for the white children, there was little or nothing depicting Negro life within the reading vocabularies of primary and intermediate grade pupils. She was distressed to find the Negro children reading only of white heroes and white achievement. Even the fairies were all white, so she set out to remedy this condition.

With the help of the Negro children themselves, their teachers, Mr. and Mrs. Joe S. Johnson, graduates of Langston University, parents and friends in the community, Mrs. Akin assembled enough material for the first four grades. Most of the work was done in the summers. Kodak pictures and typewritten pages made up the first "books."

Idea Expanded and Perfected

From this small local effort begun in 1933, the undertaking has grown in scope to include readers completed for four grades; Books Five, Six and Seven tentatively outlined; pictures by a commercial photographer, and production by the Harlow Publishing Corporation, whose president is Victor E. Harlow, author and publisher listed in *Who's Who in America.* Four sons are in the Harlow firm. This particular project is under the direction of James G. Harlow, Oklahoma University graduate and head of the science department at Northeast High School, Oklahoma City, Oklahoma.

Most of the illustrations are real photographs and the names appearing in the stories are those of actual people. A unique feature is the use of silhouettes posed by the children.

Texts Designed to Inspire

The texts are carefully checked according to the Thorndike and Gates lists. The characters are introduced quite naturally in

stories told by the teacher. Some of the pages are pictures and incidents in the school and community life.

The bits of didactic verse contributed by the author, though not necessarily perfect poetry, are both wholesome and sincere. All of the well-known Negro historical figures make brief bows. The work is brought down to present-day Negroes appearing in the daily news. A few stories of an allegorical turn are extremely well done. For example, in Book Four a thunderstorm is explained by the mother as orchestral music with the lightning as signal for the conductor to begin.

There are several points which betray the race of the author. The dedication and foreword tend to create race consciousness in the child reader. Whether this is desirable at primary grade ages is highly debatable. The aims and objectives of the author are altogether inspirational, however, and therefore good. Any fault or weakness is of the head and hand instead of the heart.

No one can know the Negro as the Negro himself. Next in line is the well-intentioned white American, who is not afraid of facts and who is willing to inform himself on conditions faced by Black America. Mrs. Akin certainly fits into the latter category. She has done a good job of pioneering in almost virgin territory. She has opened the way for a Negro teacher to do a better piece of work, perhaps, since this series will be available for comparisons. Certainly she has attempted to remedy a serious oversight of educators in so constructive a manner that something further is going to be done about it.

A National Consciousness

One of the finest things in the series is the closing thought in Book Four, designed to foster a national consciousness in young Black America.

"And because we feel pride in ourselves—because we know that only a strong character can endure a storm—we are beginning to work together. At last we are moving forward, hand in hand on a great American tour. . . . We want to be friends with all the world.

"But this is our country. This is the land in which our parents have struggled and developed. No matter where we may journey we shall always return. We are Americans!"

Acknowledgment is made to Mr. Joe S. Johnson for a short but informative interview, and also to Mr. James G. Harlow for furnishing the illustrations and checking certain items for accuracy.—J. C. B.

'Tis with our judgments as our watches—none
Go just alike, yet each believes his own.—POPE.

The National Congress of Colored Parents and Teachers Inc.

In Convention at Tuskegee Institute

MATTIE H. JAVINS

Believing as did the late Dr. Booker T. Washington that "There is no defense or security for any of us except in the highest intelligence and development of all," the National Congress of Colored Parents and Teachers, meeting in convention at Tuskegee Institute, July 24-27, had as its theme: SEEING THE OTHER FELLOW MORE CLEARLY BY LIVING CO-OPERATIVELY; and, throughout its four-day session, many persons in different fields of endeavor proved the necessity of a clearer interpretation of this theme to all interested in child welfare. The State presidents will take to their local presidents this same idea to be defined and made workable in the different communities in as many different ways, ever keeping in mind the organization's first and most important rule, "First find your community problem and then begin your work." This places emphasis on the different departments.

The 17 States represented at the annual sessions by 99 registered delegates showed by the reports of the State presidents that the P.T.A. is being intelligently interpreted to the masses. Special mention was made of the publicity drive conducted in the States during early spring to make the people acquainted with the organization and its set up. Tennessee led in this drive under the direction of Mrs. C. W. Cansler with a membership increase of more than fifty per cent above that of last year. Another feature of this drive was an inquiry from the Virgin Islands. They want to know more about our organization.

National Congress Pageant

"Outpost No. 4 in Review," a pageant written and staged for the National Congress by Mrs. A. V. Mundy, Tuskegee Institute, was unique in that the parent and the teacher walked hand in hand, leading the children. Each of the States was represented by its president, who told of its activities and achievements. Special parts were taken by National Congress officers, instructors, hostesses, students, and children at Tuskegee. Music was furnished by the Tuskegee orchestra; the dances by Tuskegee students. Many strong points in P.T.A. work were brought out by careful arrangement of the participants. This pageant could easily become a part of every Congress convention, thereby adding both beauty and information.

The planting of an oak tree on

the Chambliss Children's House grounds to honor Mrs. M. W. Blocker, the second president of the National Congress of Colored Parents and Teachers, was a beautiful expression of appreciation. Said Mrs. Blocker, "Because it will grow and give shade and beauty to these hallowed grounds, I am happy." Mrs. E. B. Baker, Florida, spoke of Mrs. Blocker's work in the organization from its very beginning. Both were present at the first meeting in Atlanta on May 7, 1926. In dedicating the tree, Mrs. Mary F. McDavid, president of the Alabama P.T. Congress, said, "This tree will be an inspiration to coming generations, not as a tree, but as the growing organization which it represents." Mrs. Essie Dortch Mack, National president, who planted the tree, also planted a tree to honor Mrs. H. R. Butler, first president of the N.C.C.P.T., on the Spelman College campus, Atlanta, Ga., in 1936. The many contacts for the growth of the organization, which Mrs. Mack continues to make, easily places her in a position to know and to appreciate the work of her predecessors.

In making their annual reports the directors of the different departments often mentioned cooperating agencies working for child welfare. This is a most encouraging sign because all forces in a community should join hands in all phases of uplift work and as Mrs. James Fitts Hill, our vice president, said in her address: "Our National Organization and Its Relation to the National Congress of Colored Parents and Teachers," that "The National Congress may help to establish more nursery schools; may urge parents to attend education classes; help establish more, better, and well supervised playgrounds for children; encourage their institutions to hold parent-teacher institutes; help to obtain longer school terms and better paid teachers; advise the organization to make a study of high schools and see how many are accredited and what can be done about those that are not." News has reached us that this program is being carried out in some of our States. The two sister organizations are actually working together. The National organization knows no barrier of race, creed, or color.

We placed a wreath on the tomb of Booker T. Washington and with a feeling that we were guests in *the upper chamber,* we rededicated our lives, in memory of those gone before, to service for child welfare EVERYWHERE. We were inspired by the lofty courage of him who had taught his people to "Cast down your bucket where you are."

To close our story without mentioning the friendliness expressed and shown us while at Tuskegee by all persons from the cordial Dr. F. D. Patterson, president, Tuskegee Institute, down to each one who made our stay so pleasant, would be like stopping before the finish. It was wonderful. In a general summary we would say, "We came—We Saw—WE WERE CHARMED!"

Carver and Chemurgy

A. W. Curtis, Jr.

The first in a series of three articles on the life and work of Dr. G. W. Carver, by his assistant.

THE acceptance of the position of first Director of Agriculture at Tuskegee Institute by Dr. George W. Carver in 1896, brought to the South a great scientist who was to give chemistry a new meaning, agriculture a new outlook, and industry a new alliance. Since coming to Alabama, Dr. Carver has labored tirelessly and unselfishly to this end, for the benefit and the interest of all mankind.

Saw South's Possibilities

In its wealth of undeveloped natural resources, favorable climatic conditions, and abundance of rainfall, Dr. Carver saw for this southern section of the country the opportunity for industrial and agricultural development. By employing these factors and the free gifts of Nature's laws he has very definitely formulated the solution to many southern agricultural problems. For forty-two years he has freely advocated his principles of agriculture which today are unanimously adopted.

When Dr. Carver came to the South forty-two years ago, the yearly depletion of soil nutrients was rapidly lowering the fertile soils to a non-productive level; thus, his campaign for diversification and soil conservation was launched. The dissemination of this information was through bulletins, lectures, and demonstrations.

Encouraged Diversification

The plight of the southern farmer was steadily becoming more serious and acute because of crop failures which resulted from dependence upon one crop as a sole source of income and sustenance, with success or failure being balanced by the elements of Nature—which are beyond the control of man.

In the town of Enterprise, Alabama, a monument has been erected as a tribute to the services rendered by the Boll Weevil. That statement may seem rather paradoxical, but it took the destructive work, ravishes of this insect, and the distress resulting from the loss of the entire cotton crop to awaken the section in which this town is located to the value of adopting the principles of diversified farming advocated by Dr. Carver. Diversification having been forced upon that area, Enterprise is now one of the most progressive localities within the State of Alabama. It is regrettable that these principles advocated by Dr. Carver could not have been evaluated before the destructive hand of Nature forced their adoption.

GEORGE WASHINGTON CARVER

Soundness of Theories Recognized

Because of their unerring soundness of principle and thought, Dr. Carver's theories on agriculture and his practical solution to many southern agricultural-economic problems have, during these forty-two years, gained the recognition of scientists and educators throughout the world.

The application of creative research to farming marked the beginning of a new era for the South and for the evolution of agricultural policies. The theories that Dr. Carver has advanced, staunchly advocated, and demonstrated by the many products he has developed from farm crops, are the instruments with which he attacked the problems that faced him when he first came to the South. These theories are:

1. Utilization of waste materials.
2. Discovery of new products from farm crops for industrial use, to the end that there would be created a demand and uses for farm crops other than those of human consumption.
3. Development of southern resources.
4. Planting of soil-building crops.
5. Diversified farming.

Results of Research

To encourage diversified farming and soil conservation forty-two years ago, Dr. Carver advocated the replacing of cotton acreage with peanuts, sweet potatoes, and cover crops. Realizing the danger of over-production and of the lack of demand for the farm products grown with the adoption of diversified farming, he began his creative research work, the discovery of new products for industrial use, and the development of improvements on present methods of utilization. This was the beginning of exhaustive research and investigations with southern crops that have attracted the attention and praise of America and foreign countries. A partial list of the products which are a result of the creative research by Dr. Carver and which were accomplished under adverse conditions and limited facilities is as follows:

From the peanut have come over three hundred products. Included in

that number are: wood stains, insulating boards, paper, plastics, furfural, flour, meal, meat substitute, milk, butter-milk, cheese, face creams, hair oils, massage oils, blemish removers, stains, dyes, condiments, coffee, ink, breakfast food, beverages, etc.

From the sweet potato there are 118 products. Included in that number are: flour, breakfast food, syrup, tapioca, mock-cocoanut, starch, fuel alcohol, stains, stock feed, glue, etc.

From cotton: rugs, paper, cordage, insulating boards, and asphalt paving blocks.

During the World War when the source of dye materials was cut off, Dr. Carver developed hundreds of beautiful dyes from plants indigenous to the South. This work was an attempt to find a solution to a problem that at the time seemed most perplexing and unsurmountable. He was consulted on numerous occasions by a government representative on his findings and also as to the source of his dye materials.

Utilizing By-Products

Dr. Carver's work has not been confined to just the plants named but he has investigated the possibilities and potentialities of the majority of southern farm crops for uses along lines other than human consumption. Aware of the enormous waste resulting from the marketing of only the edible portion of plants, Dr. Carver began his studies to find ways of utilizing the millions of tons of lignin and cellulose that were being discarded yearly as invaluable material. It was this pioneering work in the application of science to farming, a continual effort on his part to encourage the utilization of natural resources, the natural assets of climate, rainfall, native feeds, and forest taken advantage of, and the adoption of soil conserving practices that have brought about an awakening in the South to the opportunities at hand.

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A REQUEST

Many subscribers have been extended the courtesy of deferring their payments to some future date. It will enable us to serve them better, without interruption, and with greater economy, if such subscribers would send in their remittance when due without our having to send a bill. Cooperation in this will enable us to reduce our overhead expenses and to transfer the saving effected to the improvement of the service of the magazine. Thanks!

Complexes—A Short Story

Irmogene Bennett

"Yes'm, Miss Jones, you think you going to have a setup here, but I'm telling you this district ain't all it's put up to be."

Mrs. Case, my landlady, stood in the doorway holding her damp hands in the tail of her apron. She would stop in the middle of washing dishes or clothes to talk. And she always talked of negative things. How badly the city was run. How much the neighbors gossiped. The shortcomings of the school board. The poor selection of teachers. The lack of new furniture in the school. The size and number of the windows and the heating system. How "wuthless and no-count" the children were. And worst of all that incorrigible Johnny Dokes.

I was new, fresh from Miss Hillman's Teachers Academy, full of ideas and everything. I entered my new field of endeavor with a deathlike grip on my determination to succeed. I had accepted the position before commencement, or, more to the point, Miss Hillman accepted it for me. A month before she had called me into her office. "Dorothy, ah Miss Jones, I have accepted a position for you."

"I'm so happy," I said as I sat down beside her desk. "Now I don't have to even think about next winter."

She removed her glasses and wiped them with a snowy handkerchief. This was a mannerism of hers when talking. "No, you don't have to worry about next winter or, this summer. I have a group of young ladies whose parents want a young person of intelligence to accompany them to Paris. What about it?" She placed her hand affectionately over mine as she smiled into my eyes.

"Me? Abroad?" My eyes grew large with astonishment as I pointed to myself inelegantly. "What about it?" I reiterated. "Nothing. Everything."

Because I was orphaned and penniless I think Miss Hillman loved me. She was always doing things for me that she knew I would never be able to do for myself. Like this trip to Paris, now when would *I* ever get to Paris?

"Now don't get too gay," she teased. "Here comes the bad part. I gave you the dessert first. Now the 'roast beef.' For the winter," she sighed and looked sad indeed, "I'm sending you to Bedford. It seems the worst on the list. But I think you've got what it takes."

She pointed out the rocky places of Bedford and then showed me the list of other more desirable districts and then asked me to make my choice. And I (or she) chose Bedford.

The pleasant summer had passed quickly and here I was in Bedford three days before school was to

open, sitting on the floor of Mrs. Case's bedroom, which was to be my home for the next nine months, unpacking some of my books. Since I had no home, I brought all of my few possessions along with me.

Mrs. Case was parked in her usual place just inside the door, talking on and on. And as usual I listened and grew firmer in my determination to succeed. In this short space I knew the gamut of Mrs. Case's conversational topics and at times I "listened" without hearing.

Mrs. Case finally decided to go back to her washing. As she turned she asked one last question: "I think Jonny Dokes will be in your room this year. And he's awfully hard to manage. Why did they send somebody here as young as you?"

I looked up from my work on the floor. "I'm not so young as you think. And I'm not afraid of Jonny Dokes."

Miss Leonard, though comparatively young, was a seemingly tired and frustrated old woman. Having worried and reared other women's children for so long had left its stamp upon her. She entered my classroom quietly followed by a lad of fourteen.

"Miss Jones, this is Jonny Dokes," she stated, pointing to the boy close at her heels. "I'm passing him to you this year. You are such a dear young thing I thought I'd come in with him to explain. You may as well be on your guard. He throws chewing gum balls, makes faces, keeps the whole room in a general uproar and *never* gets his lessons."

Through this recital I studied Jonny. Here was a boy of average size, not good looking, not bad looking, curly hair, broad brow, widely spaced eyes, sensitive nose, wide mouth and a firm chin. I saw potential qualities of a magnetic personality. As he listened to this introduction of himself there was in his countenance sullenness and defiance by turns.

Now I looked at his teacher. "That's all right, Miss Leonard. I think Jonny and I will get along quite well." I pointed him to a seat and accompanied his former teacher to the door.

For a while I outwardly ignored Jonny and his antics, overlooked poor recitations and studied his family background as much as circumstances would permit. I discovered an inferiority complex. Jonny felt that getting one's lesson and good behavior were very ordinary occurrences but a consistently poor recitation or an absolute refusal, plus chewing gum on the red hot stove or funny pictures on the blackboard, were things that placed him in the spotlight. So I tried ignoring him and in a very short time the children followed suit.

History classes and English classes were always the most interesting to me and my pupils. To them it seemed that there were no lessons to get. Text books were temporarily discarded. Everyone talked when and as he pleased, interrupting one another with abandon.

Jonny was more surprised than any member of his class when he became involved before he had time to think of being sullen or defiant. He recalled that persons who were brave enough to stay away from the Puritan services were likely to be haled before the magistrates and punished both for non-attendance and for "schismatical" tendencies. He gave an interesting account of the proceedings against three who stayed away from the Puritan church and were tried by the county court sitting at Cambridge. And the class was held spellbound for five minutes or more. From that day forward Jonny became quite normal.

Now that I am a little gray-haired old lady with a husband and sons of my own I receive letters and valentines from one of the world's most renowned actors. Here is a part of one letter that I have kept through the years:

"... but for the grace of God and you, Miss Jones, I might now be a hoodlum. It was you who persuaded me to enter a national oratorical contest. I never dreamed I'd win it, but thought it would be fun showing the other kids that I could use words as well as rubber shooters and spitballs. When I won I was surprised to find myself a hero.

"Then and there I decided I wanted to be an actor . . ."

The letter goes on and on to its conclusion. And signed,

Sincerely,
JONNY DOKES.

Home-Work Versus School Children

ROSCOE C. BROWN

Abstract from paper, "Relation of Health to Success in School," read before Group IV—Guidance through Health and Physical Education, of the Regional Conference on the Problems of Vocational and Secondary Schools, held in Washington, D. C. The theme of the Conference was: "Meeting the Needs of the Adolescent through Guidance."

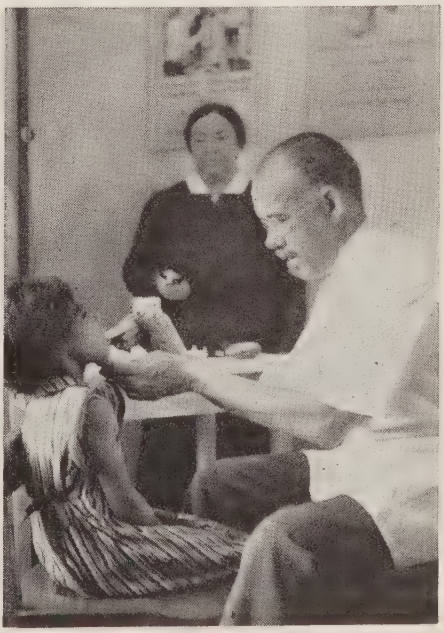
In 1918, before the beginning of the sequelae of the World War and, of course, before the economic and social dislocations of the depression period of recent years, Thomas D. Wood, Chairman of the Joint Committee on Health Problems in Education of the National Education Association, published the following estimates of the physical and mental conditions of the school children of the United States:

1. At least one per cent—200,000 of the 22,000,000—are mentally defective.
2. Over one per cent—250,000, at least—are handicapped by organic heart disease.

3. At least five per cent—1,000,000—have now, or have had tuberculosis.
4. Five per cent—1,000,000—have defective hearing, which unrecognized, gives many the undeserved reputation of being mentally defective.
5. Twenty-five per cent—5,000,000—have defective eyes. All but a small percentage of these can be corrected, and yet a majority of them have received no attention.
6. Fifteen to twenty-five per cent—3,000,000 to 5,000,000—are suffering from malnutrition, and poverty is not the most important cause of this serious barrier to healthy development.
7. From fifteen to twenty-five per cent—3,000,000 to 5,000,000—have adenoids, diseased tonsils, or other glandular defects.
8. From ten to twenty per cent—2,000,000 to 4,000,000—have weak foot arches, weak spines, or other joint defects.
9. From fifty to seventy-five per cent—11,000,000 to 16,000,000—have defective teeth, and all defective teeth are more or less injurious to health.
10. Seventy-five per cent—16,000,000—have physical defects which are potentially or actually detrimental to health. Most of these defects are remediable.

In 1923, Doctor Wood wrote that he believed these figures were still essentially accurate for the country at large, although he supposed that the percentages would be considerably lower in a few of the cities where rather intensive programs of health care have been undertaken during recent years.

Further studies and surveys, together with logical deductions based on the factors of time and circumstances in the intervening years of 1923 and the present year, show some, but not great, change in most of these categories of physical and mental disabilities.



A THROAT EXAMINATION*

Responsibility of Schools

These data are at once a serious indictment of the conditions under which America's children live and a direct challenge to the administrators and teachers of our schools to consider more consciously the re-

sponsibility implied in the declaration of Health as the first objective of education and adequately to provide for the facilities, personnel, instruction, supervision, and guidance essential to the attainment of this objective.

Evils of Home-Work

To this record in the liability column of the school health register should be added the long-suffering, much debated problem of "homework" for the student. The literature on the subject is abundant and the opinions, pro and con, numerous. Herein lies a very definite opportunity for the school administrators to clarify the issue and to effect a policy and practice that will remove this disturbing element of the carry-over of the school's "job" to the home from uncertainty and conflict.

In the light of the trends in business and industry which are shortening the worker's day—for both adult and child labor—and increasing leisure time for recreational and cultural pursuits, it seems injudicious and injurious to burden the growing child and adolescent, yet in the important stages of growth and development where physical fitness, resistance to disease, and attainment of proper emotional attitudes are most critically concerned, to send the tools and burdens of education home with the child with assignments for performance under conditions often domestically and parentally unfavorable to the child's physical, mental, and emotional welfare. Business and industry, and doctors, psychologists, and social workers know the danger—and sometimes disaster—of sustained, concentrated, or monotonous effort after the period of cumulative fatigue. In youth, it is often not sensed because of youth's enthusiasm and ambition, or teacher's or parent's lack of alert observation. After "the fatigue period," diminishing returns discount subsequent accomplishment.

A WEIGHT CHECK*

It is the opinion of many investigators that the differentials in the capacities and abilities of children, the ineptitude and preoccupation of parents or guardians, and the lack of the safe and convenient facilities provided in the modern school building are sufficient reasons for either the abandonment of school assignments or the adaptation of home-

work assignments to the individual needs of the child and the prevailing home conditions. Certainly, the imposition of home study loads that deny the child adequate rest and recreation, and hazard nutritional development by hurried meals and emotional equilibrium by concentration upon and concern over the next day's recitations and ratings is in contravention of both the ideals and the attainment of health as the professed first objective of the educational process. Yet, it is a common practice for school assignments to be made on a mass and routine basis, without correlation of the assignments so as to make each teacher's assignment proportionate to the child's capacity to master them in reasonable time and with security for his health. Also it is a common practice for children and adolescents, who frequently have physical defects, to spend long and weary hours in pursuit of abstract information or the conquest of difficult formulae or technics which could and should be a part of the child's duties while in school. The practice is the more deplorable when either teacher or parent denies the child this right to life and leisure, after a none too short school day and none too easy program, because of selfish purposes served by the child's application to tasks in the after-school hours. It is often charged that "teachers let the children do their (the teacher's) work" and are content to hear recitations of assignments the next day and to maintain "discipline" in the classroom; and that parents avoid the opportunities for better understanding of their children by friendly exchanges in the home because they "do not want to be bothered," nor secure vicarious satisfactions in the child's scholastic achievement. Both teacher and parent in such cases thwart the fundamental essential of education—guidance in well-balanced physical, mental, and emotional development.

*(*Photographs courtesy of Phenix High School, Hampton Institute, and the National Negro Health Week Committee.*)

(*To be concluded*)

ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

TO THE PRESIDENTS OF STATE ASSOCIATIONS

MY DEAR PRESIDENTS:

A personal appeal is herewith being made to you to lend your unreserved cooperation to the project of bringing the total membership of your State Association into active affiliation with the American Teachers Association. The goal of your national administration is: "TEN THOUSAND MEMBERS BY JULY, 1939," when the next annual meeting will be held in Atlantic City. This objective can not only be reached, but far surpassed during the current administration, if you will exert the influence of your approval and your espousal of the importance of this effort.

It seems important to call your attention to several very compelling reasons why, in the judgment of the present administration, this cooperation can be strongly urged and reasonably expected, reasons, the partial or total absence of which, were frequently offered in the past as explanations for the lack of interest of State organizations, or the inability of their leaders to induce individual members in any considerable numbers to join the Association.

The first reason is the fairly satisfactory financial condition of the Association. The reports of both the Executive Secretary and the Treasurer gave unmistakable evidence of the fact that the business interests of the Association are being carefully managed, and that the body is now living within its budget and meeting its current obligations.

A second reason is the fact that the Association has finally arranged a happy solution of the problem of keeping its members in touch with the interests and activities of the organization, and at the same time of putting into the hands of every member an educational magazine of high professional value. And through this arrangement, it is important to note the fact that every member of the Association, who thereby becomes a subscriber to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, will be receiving monthly this magazine for exactly one half of the standard subscription price. The old complaint that the individual member received little or nothing of professional value from his membership can no longer be employed as a reason for individual or organizational in-

difference toward making the American Teachers Association a far more important factor in our educational development and professional growth.

In the third place, it is of very great importance that the individual member and the State organization keep in mind the fact that there are some vital interests, some fundamental principles and policies, especially in the field of educational administration and legislation, that neither the individual nor the State Association may champion effectively, except at the risk of exposure to charges of insubordination or undue political activity. It is at this very point that the national body, immune to such charges and removed from the danger of local pressure, can take up the interests of every member, of every local organization in any part of our national domain, and through carefully planned procedures, seek equitable ultimate adjustments, even though these adjustments may require a considerable period of time for complete realization. For this reason alone, if no others had been indicated, it seems imperative that there shall be a strong national body for the purpose of promoting and safeguarding the vital interests of the teachers of Negro children.

And, finally, by way of analogy, one needs but point to the example of the National Education Association as convincing evidence of the importance and effectiveness of national professional organization for the achievement of national professional objectives. Despite the almost unlimited number of educational organizations of one kind or another from the smallest local group to the various learned societies, whose interests cover the whole range of intellectual interests, the major power of American teachers as a body of professional workers inheres in the one organization that, in a moment of emergency or crisis, can and does speak for the whole group—The National Education Association.

Now, while in some measure the welfare of all teachers—those of Negro children as well as others—is bound up in this organization, which purports to speak for all, yet there are some problems peculiar to the colored group with which it is quite unfamiliar and in which it has little or no active interest. These are the special concerns that a strong national organization of our own group can and will call to the attention, not only of other national organizations, but also to representatives of local, state or national government, whether executive, legislative or judicial, when the occasion requires.

With these several reasons placed before you, therefore, it is hoped and believed that you, as President of your State Association, will cooperate with the administration in its efforts to render the American Teachers Association *national,* not only in name, but also in fact and effectiveness; that you will see to it that every teacher in the State will pay as soon as possible his membership dues of $1.50, fifty cents of which will pay for his subscription for a year for The National Educational Outlook and ten cents of which will be devoted directly to

promoting the program of salary equalization now happily under way in some sections of the country. This cooperation is urgent; State affiliations and individual memberships must come in large numbers and promptly, in order that the Association may be able to maintain its agreement with THE NATIONAL EDUCATIONAL OUTLOOK, and thereby provide a continuing point of contact with every member.

May we not urge, therefore, and anticipate upon your part, an enthusiastic participation in this program of expansion and service, the achievement of which will have a definite and lasting effect upon the teachers of Negro children in America?

Yours in the interest of education,

CARRINGTON L. DAVIS, *President.*

How Shall I Evaluate the Worth of the American Teachers Association?

It is not the purpose of this note to examine how nearly the American Teachers Association meets the criteria of evaluation set forth below. A current officer of the Association is likely to be too intensely interested, too close to events, and to confuse good intent with actual accomplishment. The present administration, however, is not unwilling that the membership should be thinking in terms of these criteria and, individually and collectively, should make their evaluations.

We list the following major criteria with deep appreciation that others may state them differently or amend them.

1. *Good fiscal policy* — A good fiscal policy includes not only honest handling of funds and approved accounting for them. It involves also a certain fiscal wisdom and thriftiness in making outlays. In this respect we may take lessons from the thrifty housewife who makes a small budget stretch uncannily into genuine all round satisfaction. A good fiscal policy, however, is not niggard and hoarding. It requires that each outlay shall be examined carefully. There must be some risk, and even a little neatly appraised and calculated audacity at times. In other words, a fiscal policy must not be too fearful and hesitant or too optimistic. For instance, when the policy for any appreciable expenditure is under consideration there should be before the organization a record of past experiences in collecting and in expending the funds of the organization. For this purpose a detailed analysis of income and expenses over a period of, say, ten years would be very valuable. The Executive Committee should be well posted on the experiences of like organizations in like enterprises. Finally, courtesy in dealing with fiscal problems should extend only to the amenities which should obtain between ladies and gentlemen

in ordinary human relations. They do not belong in the fiscal policy as such.

2. *There must be good leadership*—By leadership we do not refer only to the officers. They, in fact, may exert rather meagre influence upon the leadership of the organization. The real leadership lies in the coterie of men and women members who have an abiding and reasonably unselfish interest in the success of the organization. This coterie should be made up of the older and the younger membership, and possibly in equal proportions. It is they who give the dominant ideology which may exert itself often in spite of the wishes of the official family.

3. *Service*—The services of an organization may be broken down into a number of items. We think offhand of the following:

a. Personal and professional fellowship. This is of vital importance. The casual and personal interchanges of members of long-standing, professional friendships are often about the only return that many of us get from belonging to and attending meetings of organizations. These interchanges serve as correctives or amendments of our own points of view and widen the horizon of our outlook. They renew drives to press toward our goal in the face of obstacles.

b. Information. The organization should make available to its membership publications from time to time which not only express viewpoints of its qualified members, but also should bring together the viewpoints of a wider service. It should make available knowledge of opportunities for progress and aids in the profession: of the best and recent literature in the profession; of what is going on among the membership of the profession; of the sources of information concerning dominant social and economic trends of the time as they relate to the teaching profession; of happenings in the educational programs of the various states and communities represented in the organization; of new and old movements and their effectiveness in carrying out their programs; of the work of the Parent-Teacher organizations; and of procedures employed by branches of the organization in dealing effectively with typical, local educational problems.

c. It should offer pressure support for educational objectives. This should be done in local communities, however, only where the large majority of the membership in the community feels that the organization can be helpful. This precaution is necessary because few things rile a local American community so readily as the implication that outsiders are trying to solve local problems. There are national problems, however, such as Federal aids and grants for education in the several states and communities which should be sponsored by the association or opposed according as they deal equitably with the minority groups and according as they are beneficial in preserving the American ideal and pattern which should obtain between the national and local governments. In dealing with the mul-

tiple problems arising there must be a flexibility in point of view which admits the new and abandons the old in proportions beneficial to the cause of education as an inclusive program.

d. Larger service and larger support are inextricably bound together. In judging our organization, therefore, it is good mental hygiene to balance our demands and expectations against our support. One may well ask, "In view of what I judge ought to be done, what have I done personally and socially to make this expectation become real? Have I done all that I should, and have I left undone things I might well have done?"

It seems to us altogether helpful that our membership should come to think more and more in terms of some such criteria. This type of thinking, if accompanied with a reasonable amount of self- and community-criticism, is certain to give us a better and more effective professional organization.

HOWARD H. LONG,
Treasurer.

Guidance in Rural Education

ATWOOD S. WILSON

One might define education as a program of guidance in which youth are prepared to meet their daily obligations and the responsibilities of adult life. The obligations of the fifteen or twenty years of child life might well consist of doing well the tasks that fall to the lot of youth, obedience to civic laws and to the regulations of the home. On the other hand, there are certain responsibilities that come in the fifty or more years of adult life. These responsibilities may be of two general types, civic and vocational. Each pupil must be given that guidance that will make him a good citizen in the community, an efficient home-maker and finally one who can do some sort of work that will lead to an independent living. In short, each pupil should be urged to look forward to and prepare to enter some profitable vocation.

Those who are teachers of rural children have an excellent opportunity to aid in the adjustment and shaping of the personalities of these children to fit them for the community life ahead of them. There are at least five main types of guidance which the rural teacher can emphasize. These are: (1) educational guidance, (2) moral guidance, (3) leisure time guidance, (4) health guidance, and (5) vocational guidance.

Educational Guidance

The first type of guidance, educational guidance, is a procedure in which the teacher may analyze the abilities of pupils through intelligence and achievement tests and from the data obtained, teach a given pupil those subjects which he seems to learn best and to adjust the method of teaching to meet the level of his intelligence. There will be found the above average pupil, the average pupil, and the dull pupil. Each must be given special instruction in accord with his status. There will be one pupil who can draw best, another who can sing best, another who can speak best, etc. All of these special abilities should be capitalized in the education of the pupil and serve as the basis for determining the future program of study for the rural elementary pupils.

Moral Guidance

Moral guidance can be featured in community programs, in playlets at the school, in P.T.A. meetings in the community church, special clubs, and special talks by the teacher. Character training is a responsibility of the rural teacher as well as that of the parents of the pupil.

Leisure Time Guidance

In the rural community, there is a special need for leisure time guidance. The stressing of appreciation subjects, such as drawing and singing, are especially desirable. To have a community sing, to draw some beautiful scenes of the community and display them in an exhibit at school, are all worthy uses of leisure time. At recess, many games can be taught—games that the children may learn and play alone during the vacation or on non-school time. A school library is another big factor in leisure time guidance. To encourage reading along many different lines is quite in order.

Health Guidance

Too much stress cannot be placed on health guidance in the rural community. This can be started through beautification of the school and school grounds. Attention to drinking water, proper heating, ventilation, cleanliness of the school, sanitation of out houses, and proper seating are essentials in promoting a health guidance program. These, along with stressing the laws of hygiene in the classroom, should be carried to the home through the P.T.A. Proper foods, correct ventilation, and a pure water supply are among the main health problems of the rural community.

Vocational Guidance

Finally, vocational guidance is a responsibility of the rural teacher. An attempt should be made to find out the special ability of each pupil. Those who show a special interest should be encouraged to follow it. Certain vocations pertaining to farm life should be analyzed and their requirements stressed by the teacher. There are those who might wish to specialize in poultry raising, those

who would take up dairying, or raising of cattle, and those who would engage in farming. These and other vocations should be explained in an attractive way. While children should be encouraged to follow farm vocations, there should, however, be encouragement given those who would enter the professions—law, medicine, the ministry, teaching, et cetera. Then there might be those who would be encouraged as carpenters, bricklayers, plumbers, and electricians. The idea of guidance is to assist one to do what one seems best able to do and in which one has a vocational opportunity. All work is honorable that is honest work. To do well each task, whatever it is, should be stressed in the guidance program.

Summarizing, the rural teacher should be a guidance officer — one studying the personalities, the special abilities, and possibilities of those who sit at her feet daily. From her findings she can fulfill the mission of a great teacher—help the pupils to find themselves and get that training that will make them efficient citizens in the social order which is ahead of them.

"Education for Tomorrow's America"
—American Education Week Theme

"Education for Tomorrow's America" is the theme for American Education Week which will be observed November 6-12. Every school in America will want to present today's education to the citizens in its locality in order to demonstrate how it is designed for tomorrow's America.

The daily topics suggested by the National Education Association are:

Sunday, November 6—Achieving the Golden Rule
Monday, November 7—Developing Strong Bodies and Able Minds
Tuesday, November 8—Mastering Skills and Knowledge
Wednesday, November 9—Attaining Values and Standards
Thursday, November 10—Accepting New Civic Responsibilities
Friday, November 11—Holding Fast to Our Ideals of Freedom
Saturday, November 12—Gaining Security for All

Although the observance of this week is sponsored nationally by the National Education Association in cooperation with the United States Office of Education and the American Legion, its success in each community depends upon the people who are entrusted with education there. Teachers, superintendents, teacher organizations, boards of education, and children in the schools are the ones who can effectively interpret to the lay public what is going on in the schools.

"Let the products of the school speak for themselves," remarked a teacher this summer in discussing the interpretation of schools to the public. A good product is the first requisite in any public relations program but it may go unseen and unappreciated if no organized attempt at interpretation is made.

You, as an educator, can make a vital contribution to the cause of education if you will begin now to plan your part in American Education Week. Each one shouldering his own responsibilities means that 893,347 teacher ideas and loyalties will be applied to this program.

Helpful suggestions, programs, and other materials can be ordered from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

TUNE IN

Ninth annual Office of Education radio program on the education of Negroes will be broadcast over the N. B. C. Blue Network, November 10, 2:45 to 3:00 p. m., E. S. T. Address by Carrington L. Davis, President of the American Teachers Association.

Tips to Teachers

● *To Promote the Cause of Education* (Bulletin 1938, Misc. No. 2. 20c). This bulletin is devoted to a pictorial presentation of the activities of the Office of Education in the United States Department of the Interior. The material was originally published in *School Life,* official organ of the Office, for February, 1938.

● *The Forest Products Laboratory* (Miscellaneous publication No. 306. 1938. 15c). This illustrated pamphlet presents a brief account of the work and aims of The Forest Products Laboratory conducted by the Forest Service of the U. S. Department of Agriculture.

● *Highway Accidents,* Their Causes and Recommendations for Their Prevention (1938. 10c). This publication by the Bureau of Public Roads of the U. S. Department of Agriculture presents a summary of the findings and recommendations from a study of the problems

involved in the advancement of safety on the streets and highways of the nation, made by the Bureau in cooperation with the Highway Research Board of the National Research Council.

● *Training for the Public-Service Occupations* (Vocational Education Bulletin No. 192. 1938. 20c). This bulletin, by Jerry R. Hawke, has four purposes: "To review what has been accomplished to date in the line of training for public-service occupations; to interpret the provisions of the George-Deen Act as they relate to the promotion of vocational education for public-service occupations; to set up a procedure which experience has demonstrated may be successfully followed in planning and developing training programs; and to show how the services of Federal, State, and local trade and industrial education agencies may be secured to aid and assist in the organization of vocational-training programs for public-service occupations."

● *Higher Education 1930 - 1936* (Bulletin 1937, No. 2. 1938. 15c). Prepared by Walton C. John, this bulletin presents the significant developments that have taken place in higher education between 1930 and 1936. It is replete with statistical data and devotes space to aspects of the higher education for Negroes.

● *CCC Camp Education: Guidance and Recreational Phases* (Bulletin 1937, No. 19. 1938. 10c). This bulletin, by Howard W. Oxley, deals with the growth and development of CCC Education, the results of a study of successful counseling and guidance techniques in CCC camp education, and a study of successful practices in the development of a coordinated recreational program in CCC camps.

● *P.W.A. and Industry* (Bulletin No. 658. 1938. 10c). Subtitled A Four-Year Study of Regenerative Employment, this illustrated bulletin, prepared by the Bureau of Labor Statistics of the U. S. Department of Labor, presents the results of a study of the Public Works Program from 1933 to 1937.

● *Training for the Painting and Decorating Trade* (Bulletin No. 193. 1938. 35c). Prepared by L. G. Stier, this illustrated bulletin contains an analysis of the painting and decorating trade and an outline of plans which may be followed in training apprentices and workers in the trade. Readers should find the job analyses and the sections on fundamental information, equipment and supplies, and health and safety hints, of particular value.

● *Toward Farm Security* (Miscellaneous Publication No. 308. 1938. 10c). A. G. Black presents a discussion of this important subject in this illustrated pamphlet of the Bureau of Agricultural Economics of the U. S. Department of Agriculture.

All orders for these publications should be addressed to the Superintendent of Documents, Washington, D. C.

EDUCATIONAL NEWS AND EVENTS

Retired

Dr. Samuel Howard Archer was retired from the office of President of Morehouse College on October first. He completed at that time 33 years of varied service to the College. Dr. Charles D. Hubert, director of the school of religion, who has been acting president since March 1, 1937, due to the illness of Dr. Archer, will continue in this capacity until a successor to the retired president is named.

G. E. B. Report

Founded by John D. Rockefeller in 1902, the General Education Board's President, Raymond B. Fosdick, has announced that the life of that organization is "running to its close" in his statement in the Annual Report for 1936-37, recently issued. Mr. Fosdick states that "It is probable that within a few years its funds will be completely exhausted and the organization will be liquidated." Up to the time of the report, the G. E. B. had contributed approximately $40,000,000 to Negro Education. The G. E. B. is concentrating on three types of activity for its present program: "the continuance of the existing program in the southern states; . . . the support of research and experimentation in relation to the problems presented in the field of general education, i.e., the secondary school through the junior college level; and . . . . a program in child growth and development."

Visiting Teachers

The Nashville, Tennessee, Board of Education has appointed 4 white teachers and one Negro teacher whose duty will be to visit the homes of truants, according to the *Nashville Globe and Independent,* to ascertain, and where possible, remove the cause of truancy. These visiting teachers will be required to enforce the state compulsory attendance laws.

Photographic Consultant

Robert McNeill, honor graduate of the New York Institute of Photography, has been appointed to the position of photographic consultant in the Federal Writers' Project of the Works Progress Administration. Twenty-year-old Mr. McNeill is the first Negro to receive an appointment as consultant in photography on any of the Federally-directed projects.

Tuberculosis Hospital

Work on the new Thomas C. McRae tuberculosis hospital unit

for Negroes to be constructed jointly by the W.P.A. and the State of Arkansas, at a cost of $250,000, got under way at Alexander during the latter part of September. The unit will provide for 100 patients.

Low-Rent Housing

One-third of the dwelling units to be constructed in 18 cities, for which loan contracts amounting to $48,279,000 were recently recommended by Nathan Straus, U. S. Housing Authority Administrator, have been designated for Negro occupancy, according to Dr. Robert C. Weaver, Special Assistant to Mr. Straus. Negro applicants will be considered for tenancy in many projects which have been built predominantly for white occupancy. Negro labor, skilled and unskilled, will participate in this extensive construction program.

Lincoln Gardens Project

The Lincoln High School, Evansville, Indiana, has added a course in public housing to its curriculum. The new course deals with Lincoln Gardens, the slum-clearance and low-rent rehousing project of the U. S. Housing Authority, located directly across the street from the school. Consisting of 16 study units, the course is offered first to students in the eighth grade and extends through the eleventh. It is designed to inculcate the principles of better living and to teach resident students and others the fullest use of the Government-financed project.

College Activities

■ Five new appointments have been made to the faculty and staff of **Spelman College.** They are, Miss Elizabeth McKee, to the mathematics faculty; Miss Edith I. Diggs, to the chemistry department; Mr. Wirt G. Faust to the department of English; Miss Helen T. Rodger, as secretary to the dean; and Mrs. Fannie H. Sampson, as assistant in the dean's office and in the library.

■ Dr. Joseph A. Pierce has been appointed to the mathematics faculty at **Atlanta University.** A graduate of the University of Michigan, he is supposed to be the first Negro to specialize in the field of mathematical statistics.

■ Three graduates of **Morehouse College** have been appointed to its faculty. The Reverend George D. Kelsey has been added to the faculty of the School of Religion; Mr. Harold E. Finley to the biology department; and Dr. Kimuel A. Huggins to the chemistry department.

■ Students at **Dillard University** found new courses available in the field of economics and in floriculture. Of particular interest is the work in floriculture since it was instituted to meet a specific demand for trained men in that field. The work is under the direction of Frank G. Mackaness, who was formerly associated with the Royal Botanical Gardens at Kew, England, and more recently with the New York Botanical Gardens.

■ The following full-time staff members have been recently employed at **Hampton Institute:** Miss Ida Louise Jones, instructor in the Nursery School; Dr. Ruth G. Simond, associate professor of Mathematics; Mrs. Theodora Neilson, teacher in the George P. Phenix High School; Miss Helen Evans, assistant in the Trade School Office; Mr. Burnett A. Little, bookkeeper; Mrs. Margaret H. Young, assistant in the Publication Office; and Mrs. Ruth Tuck, assistant in the Institute Laundry. Mr. L. F. Palmer, Principal of the Huntington High School, Newport News, Va., will give part-time instruction in the School of Education in secondary school administration, supervision, and school problems. A complete cleaning plant has been installed in the Tailoring Department.

■ Dr. Reid E. Jackson, formerly a professor of education at Dillard University, has been added to the Department of Education at **Morgan College,** whose new library building will be completed and ready for use by January 1.

■ Thirty-one officers of four **Shaw University** student organizations, including the Student Council, Y.M.C.A., Y.W.C.A., and the Shaw Journal, were formally inducted into office in exercises recently held at the Raleigh institution. The oath of office was administered by Dean Foster P. Payne, who urged that the student body give cooperation and respect to its officers, and that the officers promote the student body's interest without the intention of personal gain.

DIGESTS AND REVIEWS

Education

Remedial reading is the theme for the September number of this magazine. In it is much material for those interested in this subject. Helen E. Donelly's article, *The Remedial Reading Classroom,* gives answers to many of the questions asked about methods used in remedial reading classes. *Experimental Exercises in Learning to Interpret Reading,* by Richard B. Grosscup, discusses the purpose of such exercises and describes and reproduces some of them in an effort "to stimulate further experimenting with materials of this kind." Readers should find the other contributions also to be of much value.

The Education Digest

The September issue includes a section entitled *Education in Pictures,* which presents illustrations and materials from a brochure prepared by the Budget Division of

the Board of Education of Los Angeles, which seeks to explain its financial needs to the public. Edward H. Stullken tells of the work of The Montefiore School in Chicago in *A New Departure in the Education of Truant Children*, which is reported from his address before the American Association of School Administrators, February, 1938, at Atlantic City. Principal Stullken concludes that "The costs of special treatment of truant children are necessarily higher than those for the education of normal children, but the additional costs are easily justified if they help prevent school maladjustment, juvenile delinquency, adult crimes, insanity, and dependency in old age."

The Crisis

The issue for September devotes a portion of its pages to memorial tributes from the nation to James Weldon Johnson (1871-1938). These tributes attest to the greatness of one whose versatility and thoroughness should be a model to all who would aspire to become leaders. It forcefully recalls to all thinking Negroes the fact that here was a man that the Negro race could hardly afford to lose during the present era. Suitable for framing is a full page picture of the late Dr. Johnson in this issue.

The Elementary School Journal

"In a new cover and with broader emphasis" is the September issue. The new cover design and some modification in typographical arrangement adds to the attractiveness of this magazine. The new emphasis will give additional attention to problems of school administration and the educational implications of social change. In this issue Edwin H. Reeder discusses the lack of subject-matter preparation of many teachers in his article *A Neglected Aspect of Supervision.* He states that "teachers should be thoroughly acquainted with techniques in teaching. . . . teachers ought to be something more than routine technicians . . . . the teacher must have something to teach. He must have 'so thoroughly mastered' what he is to teach that he can place at the disposal of his pupils a rich store of facts and ideas, drawn from a varied experience." He proposes to have the supervisor take the lead in subject-matter development and concludes that "If the supervisor assists and inspires his teachers to grow in their knowledge of subject-matter through supervisory conferences, through profitable teachers' meetings, through supervisory bulletins, and through the development of a good library, he will be amply repaid by the satisfaction which always comes to the good teacher when he sees that those whom he is instructing are growing and developing." Nicholas Moseley presents a thought-provoking article entitled *Politics in City-School Administration. Selected References on Elementary School Instruction* is a bibliography of selected publications on the curriculum, methods of teaching and study, and supervision, prepared by Leo J. Brueckner.

Occupations

In the October issue Lorin A.

Thompson, Jr., suggests a method by which communities and all interested persons can determine future occupational needs in his article, *Forecasting Occupational Needs;* Richard J. Williams discusses the advantages and disadvantages of the workbook in the teaching of occupations in *The Workbook in the Study of Occupations.* Also included are *A List of Workbooks* and *A Selected List of National Organizations Interested in Vocational Guidance,* both of which should he helpful to those interested in the guidance field.

Childhood Education

"Growing in our Profession" is the emphasis of the September issue. In it George W. Hartmann answers the question: With what problems should the teacher be concerned and toward what solutions should he contribute if the democratic way of life is to become more than a verbal commitment? in his article *The Teacher as a Citizen.* He concludes that "The category of citizenship embraces more than the realm of teaching, even as the domain of humanity comprehends more than the sphere of citizenship. Before one is a teacher, one is a citizen; before one is a citizen, one is a person. In the best representatives of our profession these three aspects of a mature mind will be combined harmoniously. Most teachers today—and this applies with special force to elementary instructors—are inadequately developed along political and economic lines. It is my sober conviction that only as our profession eliminates its deficiencies in these respects will this generation be able to turn the present world crisis into a new Renaissance rather than into another Dark Ages." *Life Among the Two-Year-Olds,* by Katherine Reeves, presents impressions of the first day in a nursery school, as seen through the eyes of a teacher, in a style both novel and interesting.

The Clearing House

"—the teacher who is most interested and successful in meeting pupils' individual needs may prove to be the one who has himself been treated as an individual and allowed to follow his own bent in the guidance program," concludes Frank G. Davis in his article *Training Classroom Teachers as Guidance Specialists* in the September issue. He proposes that each of these guidance specialists should deal with one phase of the school's whole guidance service. Lorine Johansen's article, *Exploitation—A Correlation Unit,* tells of the unit worked out by the students in a course in the integration of American literature and American history in the senior high school of Grand Island, Nebraska.

The Journal of Home Economics

In the September issue, Bess Goodykoontz presents ways in which a supervisor can promote teachers' growth in the article *Teacher Growth and Supervision;* L. E. Prichard gives illuminating information in *The Newspaper's Responsibility to the Consumer in Advertising Censorship,* and F. M. Shook tells of the inconsistencies in grade

labeling by canners in the article *What is in Seven Billion Cans?* Another timely article is that by Mary A. Mason, entitled *Training Home Economists for Participation in a Housing Program.*

The School Executive

Jack of All Trades is the title of an article by Supt. G. G. Starr, of Arcanum, Ohio, in the September issue of this magazine. Supt. Starr states that "school executives must have an intimate working knowledge of several vocations," which include sanitary engineer, engineer, psychologist, physician, public speaker, detective, employer, judge, parent, teacher, news reporter, philosopher, and executive. *The Teacher-Counselor,* by Ruth Strang, is Number 4 in a series of prescriptions, each outlining the qualifications for the various school positions. Harold S. Buttenheim's article *What the Educator Might Do About Housing* is developed along these five procedures for the educator: further study of the housing problem; aid in formulating or conducting research projects to secure needed data concerning local housing conditions; "see that housing receives as adequate attention as possible in his school curriculum;" "help to form a citizen's housing association in his community, or to strengthen such an organization, if it now exists," and urge the appointment of a city planning commission and a housing authority if they are not already in existence. Also included is a valuable annotated list of "Background Readings in Housing."

Music Educators' Journal

The September issue begins the silver anniversary of the journal's service as the official organ of the Music Educators National Conference. In this issue Alexander J. Stoddard, who writes about *Music—A Part of the American Heritage,* concludes with a plea "to those responsible for musical education in America to remember that music is the inheritance of all and not only a part of the people. Every person in this democracy has a right to be able to claim his share of this inheritance. The educational program must be so planned and administered as to attain this ideal as nearly as practicable. . ."

The Journal of Business Education

"Rural bookkeeping is not presented to students in the city. Why should city bookkeeping be taught to rural students?" queries Robert Finch in his article, *Farm Bookkeeping for the Rural High School,* in the September issue of this journal. Mr. Finch cites reasons why this practice continues and concludes that "A majority of rural students in all probability will spend their lives in rural areas. They have a right to an understanding of farm and local business bookkeeping. Every rural bookkeeping teacher has an obligation to teach his students some of the basic principles needed. The theory that they will be able to apply their mercantile bookkeeping to their own farm is a fallacy. It is our job to guide them in some of the farm principles regardless of the underlying circumstances that

may prevent a regular course in the instruction of farm bookkeeping." Paul S. Lomax's *Annotated Bibliography of Research Studies in Business Education* should be of value to those interested in this field.

Practical Home Economics

In the issue for September, Janet Hart tells of a child training course, given in the School of Agriculture on the University of Minnesota Farm Campus, in the article *A Child Training Course for High School Girls.* "The course, the pioneer in its field in high schools, is made especialy appropriate for this school because the students go no farther in their education and expect to be homemakers in the near future. It is a requirement for all senior girls." The *Annual List of Educational Material* contains "a list of various types of educational material put out by manufacturers and trade associations which we feel will be useful to home economics teachers."

Hygeia

Education Isn't "Patent Medicine" is the title of an interesting article by Richard Fechheimer, in the September issue, who avers that the home and not the school is the place for giving children fine character. *Student Health* is the title of an illustrated section presenting many of the phases of this important problem. Also included in this issue is an announcement of the 1938-39 series of radio programs under the title "Your Health," to be presented by the American Medical Association and the National Broadcasting Company. The opening date, day of the week, and the hour at which the program will be broadcast will be announced in the October issue.

Service

Am I Giving My Best On The Job? is the subject of the editorial in the September issue. In it the editors relate the effects which home problems often have on the efficiency of workers who attempt to solve them while at work. One problem is that of finance through loan sharks. They conclude with "Your employer pays you to give your best on the job. You cannot give your best unless you are mentally alert. You cannot afford to let your home affairs interfere with your daily duties. Now is the time to check up and take stock of yourself. Are your affairs so arranged that they cause you a minimum of worry on the job so that you can do the greatest amount of work? Are the 'loan sharks' nibbling at you so that you can't do your duty properly? If so, let this be a lesson, and Stop and Think, CAN I REALLY PAY THIS BILL AND MEET MY OTHER OBLIGATIONS—before you buy or borrow next time. A little thought goes a long ways."

School Management

In the September issue appears a reprint from *The Parents Magazine* of an article by Richard C. Rothschild, entitled *A Father Looks At Education*, which should stimulate

the thinking processes of parents and teachers. The monthly check list of educational radio programs is also helpful.

The English Journal

A Plan For Teaching Vocabulary, by Ward S. Miller, appears in the September issue. Of particular interest are four premises, widely believed to be facts, which the writer states: "(1) Vocabulary deficiency is one major cause of low reading comprehension scores and therefore of poor reading. . . . (2) There is a significant correlation between vocabulary and intelligence. . . . (3) Improving a student's vocabulary increases (stimulates) his standing in all of his subjects. . . . (4) Vocabulary, unlike character, must be taught rather than caught." In the article, *And We Deserve The Blame,* Arthur Stenius presents some of the flaws in school publications and debating and places the blame upon the sponsors. About debating he concludes that, "Questions for debate and subjects of orations must move within the realm of conception and experience of the high-school student; arguments should be concerned with true principles underlying the discussion; and extempore speeches should be just that, and not one of a dozen prepared orations." Also included in this issue is a series of brief reviews of current books classified according to reader types.

The Broadcaster

In the September issue is the article *Post-Elementary Education for Negroes in Tennessee,* by George W. Gore, Jr., who presents some interesting and significant material dealing with the educational situation in his State and lists the following needs: "A fuller recognition of the implications of the present economic situation for the program of education is needed. . . . With a large number of poorly prepared teachers, there is need for constructive and progressive supervision of instruction. . . . Negro high schools lack needed personnel and adequately trained teachers to do a first-rate teaching job. . . . Negro colleges of the state lack adequate funds for community programs, for adult education and for needed research. . . ." In a new cover and with changes in format, this official journal of the Tennessee Negro Education Association has other important articles of interest in this issue.

Industrial Education Magazine

The Counselor Must Know His Boys, by Dolph Camp, appears in the issue for September. Mr. Camp states that "The boys' counselor can render very little service in any high school unless he knows the individual boys in the school where he is employed. It is necessary for him to speak their language and it is highly important that he be able to call each boy by his name." He gives suggestions for learning more about boys. Also included is a rating scale for the counselor's use in rating the efficiency of the boys. Other interesting articles are: *A Plan for Determining Equipment*

Requirements in Industrial Arts Based Upon the Teaching Objectives, the second of a group of articles by Walter Allen Klehm on the selection of equipment for instruction in individual arts; and *An Experiment in the Use of Inexpensive Material,* by Charles E. McCurdy, in which discarded packing cases were used for wood-shop projects.

Recreation

J. E. Walters presents some suggestions for finding the right hobby in his article *Learning to Ride the Right Hobby Horse* in the September issue. *More Games, Please,* is the title of a presentation of games suggested for social recreation and parties. "There are five rather obvious reasons for the recreation of teachers: (1) that she may maintain her health; (2) that she may be personally attractive; (3) that she may continue to grow mentally; (4) that she may be successful as a teacher; (5) that she may enjoy life," writes Mary W. Roach, in *Teachers and Recreation,* who also states that work, study, reading, society and play are "five main activities which must find a place in any normal program for the teacher's evening."

The Negro History Bulletin

In the October issue appears *Spokesmen for an Oppressed People,* a presentation of the story of the Negro orator. *A Method for Studying Negro Contributions to Progress* by Lillian A. Duckett tells of an activity project carried on by the writer in her classroom.

Educational Music Magazine

The Program Exchange, a new feature in the September issue, presents original ideas worked out by music supervisors throughout the country and submitted to the magazine. Readers should find this to be a valuable feature. *Balancing the Budget,* by Flossie Belle McDonnell, gives suggestions to music teachers on how to divide their time schedule so that all fields of music may be presented to the pupils in elementary music education. *Tuning Up the A Cappella Choir,* by Robert O. Barkley, is replete with information about this phase of ensemble singing. The writer concludes that "A cappella singing is an exacting and difficult art to master. It requires great attention to detail. Students can and will give attention to this detail work if they can see the goal. That incentive and inspiration are up to the director. . . . Good singing is a thrilling experience. Singing flat is not good singing. No director can be successful in a cappella singing who is not enthusiastic about it . . . enthusiastic enough to study it, to think about it, to dream about it, and to insist that his group shall sing in tune."

The Journal of the National Education Association

In the September issue appears *For the Beginning Teacher,* a checklist of personal and professional attributes for the teachers entering the profession for the first time. *The Meaning of Individual*

Guidance, by Herbert R. Stoltz, is a short presentation of this topic in which the writer concludes with "We see, then, that individual guidance is a part of education; that it stresses the differences among pupils rather than the likenesses; that it emphasizes warm, personalized feeling toward each pupil as well as systematic effort to understand him; that it includes all those procedures which are directed to meet the needs, not of children in general or of the class in general, but of some *particular boy or girl.*"

Opportunity

In the September issue appears *Men Who Do Things,* a sketch of the life and work of William Grant Still, the Negro composer recently commissioned to write the music for the theme-center of the New York World's Fair of 1939, the "World of Tomorrow." *The Negro as a Consumer,* by Marian Minus, stresses the importance of Negroes knowing more about the products which they consume, and suggests that they utilize the information available from independent consumer research organizations to enable them to be much wiser consumers.

The Grade Teacher

Home and Family is a lesson in a social studies unit for primary grades which appears in the October issue. Ways of securing order in an activity room are described by Lillian M. Dudley, in the article *Order vs. Chaos.*

The Journal of Health and Physical Education

Accidents and the National Health, by Herbert J. Stack, an appraisal of safety education and methods for its improvement, appears in the September issue. Dr. Stack presents statistical and suggestive information of value to those interested in reducing the annual accident toll. *Functions of the School Nurse,* by Marie Swanson, and *The Function of the Health Teacher,* by Lillian B. Davis, both give valuable information concerning these two fields. Ideas on the promotion of recreational sports for women are presented by Bernice Moss in the article *Recreational Sports for Women. Boddle Ball,* by George Thornberger, explains a new and inexpensive game for individual and group activity.

The Instructor

How Do Animals Live Together? an illustrated unit of work by Glenn O. Blough, appears in the September issue. It furnishes lesson material and illustrations for use of nature study classes on all grade levels.

Candid

In the October issue appears *Big Quarterly in Wilmington, Del.,* by the late Mrs. Alice Dunbar Nelson, which describes the annual gathering of Negroes in that city since the days of slavery. The article is built around a large number of photographs. *CANDID looks at Delaware Politics* presents short sketches of the lives of several can-

didates and their intentions and pledges as far as Negroes are concerned.

Consumers' Guide

Tips for Fur Buyers, which appears in the August issue, gives some valuable information to those interested in purchasing furs. Two other articles of interest are *Facts on Meat Grading,* presented in the question and answer style; and *Are You in the Market for an Electric Range?* which gives some guides for the selection of this type of stove.

BOOK REVIEWS

■ *The Purposes of Education in American Democracy.* (Washington, D. C., National Education Association and American Association of School Administrators, Educational Policies Commission, 1938. 157 p. $.50.)

The report of a two-year study by the Commission on *The Purposes of Education in American Democracy* shows how the schools can become a powerful force in correcting social ills and building a democracy. Revisions of the school program are recommended.

Democracy is viewed by the Commission as the established social policy of America; this policy is broken down and analyzed from the standpoint of its meaning for education. Ideals of democracy such as "the general welfare," "civil liberties," "the appeal to reason" and "the consent of the governed" are used as the basis for a new pattern of school procedure. Four great purposes of education leading toward these ideals are identified as being essential to the continuance of democracy, each requiring specific emphases in the school program.

The first of these major purposes has to do with personal growth of the individual. Command of the fundamental tools of learning, an inquiring mind, desirable health habits, and suitable leisure time interests are results of the educative process which society desires for everyone. These are designated as the *objectives of self-realization.*

A second major purpose concerns the problem of getting along with other people. The ability to work and play with others, to enjoy a varied social life both within and outside the home, to appreciate and observe the ideals of family life, are important goals of education. These are described as the *objectives of human relationship.*

The third major purpose relates to the earning and spending of an income. Information as to the requirements and opportunities in various types of work, knowledge of the satisfactions of good workmanship and of success in a chosen occupation, and understanding of methods of safeguarding the buyer's interests, are all matters properly within the scope of the school program. These are classified as the *objectives of economic efficiency.*

The fourth major purpose is centered around participation in civic affairs. The development of respect for differences of opinion, understanding of the processes of a democratic society, regard for proper use of the nation's resources, and appreciation of the disparities of human circumstance as well as of methods for contributing to the general welfare are responsibilities which the system of public education cannot ignore. These are the *objectives of civic responsibility.*

In advocating these policies for public education the Commission recognizes that a school program alone cannot make good citizens. Other factors such as the quality of the human stock to be educated and the effect of non-school influences are likely to upset the best conceived plans. Consideration of such factors offers a fertile field for planning by the educational profession.

■ *Negro Folk Tales for Pupils in the Primary Grades.* By Helen Adele Whiting. Illustrations by Lois Mailou Jones. Book I. (Washington, D. C., The Associated Publishers, c1938. 28p. $1.10.)

Negro Art, Music and Rhymes for Young Folks. By Helen Adele Whiting. Illustrations by Lois Mailou Jones. Book II. (Washington, D. C., The Associated Publishers, c1938. 38p. $1.10.)

With so much emphasis being placed upon the production of better books for children it is indeed a happy experience to note that Negro women are entering this field.

Negro Folk Tales and *Negro Art, Music and Rhymes* have been written and illustrated by two Negro educators with the hope "that through such reading experiences the children of all races will cultivate a greater appreciation of Negro race culture."

The educational background of Mrs. Whiting, her teaching experience at the Children's House, and the Teacher Training Department of Tuskegee Institute, Atlanta University and the public schools of North Carolina should fit her admirably for the task of selecting, editing and writing books for children. Miss Jones, instructor in design at Howard University, has on previous occasions illustrated books for children and adults which have proven popular with both groups.

Negro Folk Tales contains seven African myths and three American Negro tales. The African myths included are How the World Began, How People Began I, How People Began II, Wind, Hog and Wild Boar, Dog and Jackal, and How Spiders Started. Why the Goad Lost His Tail, Buzzard and Rabbit, and Little "Fraid" and Big "Fraid" are the American Negro tales included.

The myths and tales are short, easily read, and are especially suitable for beginners and the less skillful readers. The myths, How the World Began, How People Began I, and II are not likely to meet the approval of all groups for inclusion in a book for young children, but these first three stories can be skipped for the other stories about the animals, a subject of perennial interest to young children.

Negro Art, Music and Rhymes for Young Folks is divided into two parts. African Art and Music is discussed in the first part and American Negro Song, Dance and Rhyme in the second part. The purpose of this volume as stated by the author is "to present accurate information in a vocabulary largely suited for supplementary reading in the primary grades."

The facts presented center around the things made by Africans, how they are made and the use which is made of these things. The method used in presenting these facts reminds one of the traditional reader for teaching pupils to read and is rather monotonous. The phrases which are constantly repeated maintain no suspense, neither do they have a rhythmic sweep which is pleasing to the ear. The phrases

repeated always occupy the same position. The following lines are representative:

"There are pieces of African art shown in New York.
There are pieces of African art shown in Philadelphia.
There are pieces of African art shown in Boston.
There are pieces of African art shown in lots of places."

With so many children going to New York, Philadelphia, Boston and other points it might be quite helpful to state specifically where in these large cities some of these African art exhibits may be seen.

In the second part of the book which is given over to the American Negro Song, Dance, and Rhyme several work songs are included. There is a wealth of material available on Negro music and dance, but with so little of it in print suitable for young children it is to be regretted that a whole page in such a small volume should be given over to,

"The American Negro started music called the Blues.
The American Negro started music called the Jazz.
The American Negro started the Charleston dance.
People everywhere like the Blues, Jazz and the Charleston dance."

and the picture of a piano player seated at a piano, seemingly playing Jazz.

The illustrations in both volumes are numerous, well spaced, and often occupy a whole page. All of them are in black and white drawings. The pictures for the most part are simple, can be easily understood, but at times are not as clear as one would like to have them. A bit of color in the illustrations would have added much to the attractiveness of each volume. The illustrations of African art will serve as an excellent model for young folks making a study of African art.

As one of the books is designated as Book I, and the other as Book II it seems that they are intended to be companion volumes, but each book is complete within itself, and there is no reason why Book II should not be read first. In fact, Book II seems to be the easier of the two readers.

Both books have attractive covers, are well bound, and have good paper. The print is quite suitable for young children.

—Naomi J. Rushing.

■ *Negro Poetry and Drama,* by Sterling Brown. (Washington, The Associates in Negro Folk Education, 1937. 142 p. 25 cents.)

Perhaps no one has a better vantage point from which to view the field of the 7th Bronze Booklet than its author. As a poet of distinction and a dramatic director of experience, Mr. Brown is particularly well fitted to survey this subject both because of his cultural background and training and because of the feeling of kinship and sympathy which the topic undoubtedly evokes.

The booklet is divided into two parts. Part I—The Negro in American Poetry—includes seven chapters dealing with (1) Early American Negro poetry; (2) Negro folk poetry; (3) Dunbar and traditional dialect; (4) Dunbar and the romantic tradition; (5) Contemporary Negro poetry—1914-1936; (6) White poetry of Negro life before 1914; and (7) Contemporary white poets on Negro life.

Such early poets as Jupiter Hammon, Phyllis Wheatley and Moses

Horton are considered among the early American poets, while in discussing Negro folk poetry, the author takes one from the "spirituals" to the "Blues," which after all may not be such a great transition, as the writer says "It is likely that the blues go far back beyond their adaptation, even to slavery."

Part II is devoted to The Negro in American Drama and discusses (1) Early dramas of Negro life; (2) Negro folk dramas, and (3) Realistic and problem dramas. The author lists many significant figures in the history of American drama, including Harriet Beecher Stowe, Dion Boucicault, Eugene O'Neill, Paul Green, Ridgely Torrence and Marc Connelly, whose plays dealt with Negro life. In this part, Mr. Brown has traced the Negro character from the earliest subsidiary roles in American drama to the present major ones.

The author has attained his goal "to pass in review important segments of the Negro's literary life and of the influence of Negro life on American literature," and has achieved it in a most interesting and readable manner.

—Ethel G. Greene.

■ *The Negro and Economic Reconstruction*, by T. Arnold Hill. (Washington, The Associates in Negro Folk Education, 1937. 78 p. 25 cents.)

This fifth Bronze Booklet discusses four important epochs in the struggle of the Negro for industrial recognition in the United States. They are portrayed as the era of slavery; the era of Reconstruction following the Civil War; the period marked by the migration of Negroes northward between 1914 and 1930, and their great opportunity to engage effectively in the manufacturing and mercantile business of the country; and the period since 1930—the period following the depression.

As important as has been the Negro's contribution to American economic life yesterday and today, the part which he should play tomorrow looms equally if not more important. In speaking of "The Negro Worker Tomorrow," the author states that "Advancement to appropriate levels is more largely conditioned upon the Negro's own efforts than upon objective factors." Looking toward concerted purposeful action in gaining his place in the American competitive system the suggestion is made that: "Prestige and advancement will of necessity go to those who are articulate and assertive"; that "With all signs pointing to a broad highway of social planning, Negroes ought not to be found unintelligent and untrained for fields of endeavor that are sure to come to all people within the confines of the United States"; that "The rich heritage and culture peculiarly the Negro's own, do not have to be neglected nor cast aside in order that work opportunities may play an appropriate part in his future development"; that "Organized protest has come to be an effective means of getting results and has been made use of for publicizing discrimination and for extending employment opportunities"; that "Organized labor is a resource which should enlist the full participation of Negro workers"; that "In an age when most people go to college with definite vocational objectives in mind, it is important that educational procedure be geared to give a broad understanding of human relations first, and career selection second"; that "Unless the schools and colleges can find some way to provide the requirements for successful entrance into skilled and

professional employment, automatically the Negro will be thrown into unskilled occupations, notwithstanding the number of degrees or the amount of instruction''; that ''A program for the future must concern itself with analyzing occupational data and providing vocational guidance to Negro youth''; that ''The schools must continue the encouragement of youth in civic and welfare activities''; and that ''It is important that Negroes assume the obligation of contributing to a social plan of well-being for all American citizens.''

While the author has made no attempt to bring original or new material to authenticate the contributions of the Negro worker to the economic progress of America, the booklet is well documented, and also represents the result of the author's continuous contact with the industrial and economic aspects of the race question.

—Ethel G. Greene.

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EDITORIAL COMMENT

THANKSGIVING — GRATITUDE IN ACTION

CICERO SAID that, "A thankful heart is not only the greatest virtue, but the parent of all other virtues." Thanksgiving is America's symbol of a grateful heart for past blessings, and a dedication to the high purposes and fundamental principles underlying its founding. Rightly conceived, gratitude connotes both retrospect and prospect. It is not merely a verbal expression of thanks for benefits received, but a determination to cause them to continue to flower in the life of the recipient and that of his fellows.

This dynamic and positive conception of gratitude is revealed in the New English Dictionary's definition, which says that, "Gratitude is the quality or condition of being grateful; a warm sense of appreciation of kindness received, involving a feeling of good-will towards the benefactor, *and a desire to do something in return.*"

The following questions are posed, and suggestive answers given, for our consideration during this Thanksgiving season:

- How can *posterity* pay its debt of gratitude for the benefits of civilization? — By passing on a finer culture to the next generation—not only bigger and better machines, a greater variety of materials, and more efficient processes, but more wholesome attitudes, deeper sympathies, higher ideals, and a fairer sense of justice.
- How can *citizens* show their gratitude for the blessings of an orderly government by the consent of the governed? — By informing themselves concerning the machinery and procedures of government, by participating in movements for community welfare, and by being alert and courageous in meeting every challenge to the best interest of all.
- How can *children* show their appreciation for the love, nurture, and protection of parents and home?—By dedicating themselves to the task of perpetuating the values of wholesome home-life in a changing and complex social order.
- How can *students* exhibit their gratitude for the educational opportunities which they enjoy? — By considering every experience a learning opportunity, and by so responding to the stimulus of materials, processes, and teachers, that the maximum growth shall result, and learning shall become habitual.
- How should *teachers* express their appreciation for their enviable position in the life of the people? — By keeping intellectually alert, young

in spirit, broad in understanding and sympathy, and, by stimulating in students, creativeness, imagination and courage.

● How should *man* thank God for making him in His own image? — By being fruitful, replenishing the earth and subduing it. By beautifying the earth and using its products for constructive purposes. By exalting his own personality through good works, and by exhibiting faith, hope, and charity. By using his talents and cultivating his capacity for creativeness.

Only God-like men can be truly thankful, for, as Samuel Johnson said, "Gratitude is the fruit of great cultivation; you do not find it among gross people." Then let not our "assumed" civilization be a thin veneer which covers gross barbarity. As we contemplate our blessings during this Thanksgiving season, and apply the above criteria as a test of our gratitude, may we *not* be found wanting.

Life

"Life's an ugly dream,"
Gloomily I said one day.
Blind-like I believed this
Till I saw a child at play.

"Life's a sordid book,
The end is not worth-while,"
Fool-like I believed this
Till I saw your smile!

To A Forgotten Poet

He sang of love
And never loved
Of Life; he did not live
The joy of sacrifice he sang
But did not give.

His was the poetry of vapid word
Divorced from actual deed.
Men heard his feeble voice in song
They heard, but paid no heed!

The Professor

They shunned his courses
Like The Plague
Until One Day
The Man forgot
His own importance,
His Degrees,
The Academic Honors
Which he wore like
A Suit of Armor,
And smiled . . . .
Somehow,
The news went round that
He was human after all!

THOMAS FORTUNE FLETCHER.

The Relation of the Elementary School to Occupational Choice

(Paper read at Elementary Education Section of the 1938 Convention of the American Teachers Association)

IRMA KINGSLEY

"Educated people must labor; otherwise education becomes an intolerable evil. No nation can sustain in idleness but a small percentage of its numbers. The majority must work at something productive, and from this the problem springs: How can education and labor be more satisfactorily combined?"[1] These words spoken by Abraham Lincoln over three-quarters of a century ago are significant even as they were then. The problem which Mr. Lincoln envisioned then is still with us, though more acutely so. How can education and labor be more satisfactorily combined in order to give every person that equipment which he needs to become a self-supporting and useful citizen?

Factors Influencing Work

This problem has been made more acute by the following factors:

1. Increased mechanization of industry.
2. Progressive elimination of unskilled labor.
3. Age limits placed upon the work.
4. Higher standards of personal selection.
5. Development of new processes, materials and products.
6. Obsolescence of long established occupations and the development of new ones.
7. Progressive industrial specialization.

In a survey made by *Fortune* magazine certain significant facts were discovered. In general, people on relief had very little education as evidenced by the facts listed below. Of all the people on relief—10% had no schooling at all, 20% had left school before completing the fifth grade, 20% had left school before completing the eighth grade, 20% had left school with a grade school diploma, 15% had some high school training. A small number had finished college. These facts seem to point to two significant conclusions: 1. The bulk of the unemployed are without adequate training to meet the demands of the present economic order. 2. The school of the past has failed to prepare its pupils to meet the ever-changing demands of a progressive social order. 3. The school must revise its whole program if it is to really prepare every individual to live a useful and happy life.

Guidance in Elementary School

The problems of providing vocational guidance, vocational educa-

[1]Sotzin, H. A., "Occupational Training and Employment."

tion, and professional training have been generally accepted as problems of the higher divisions of our educational ladder — and rightly so. This, however, does not preclude any attempt on the part of the elementary school to bring occupational information to the attention of its pupils, nor to so guide them that they may become well adjusted in whatever lines of work they may choose. You will note that I used the word guide instead of teach. Guidance is the keynote of progressive education. According to Charles E. Skinner in his "Educational Psychology," "Teaching is the process by means of which the individual is guided and aided in modifying his original nature so as to better adjust to an ever changing social and physical world. Guidance involves every act of the teacher, her procedure in organizing materials, every item of instruction." Teaching as guidance has a long history. As far back as the time of Socrates, great teachers have served as guides to those who would learn. They have provided opportunities for learning and have regarded teaching as the work of stimulus and suggestion.

Guidance is not the task of the classroom teacher alone — but it is the task of the curriculum makers, administrators, supervisors, and the community at large. It is a cooperative enterprise engaged in by all educational forces. Guidance is a positive concept. It emphasizes the significance of *function* as a normal condition for learning and therefore for socialization.

Need for Guidance

Guidance is made necessary by our democratic conception of education — which recognizes the reciprocal relationship of the individual and the group. Education in a democracy should furnish every individual with the opportunity to develop to the fullest extent of his powers. This conception of education recognizes the inequalities among individuals; inequalities in mental ability, physiological development, personality traits, interests, aptitudes, and emotional control. One authority describes the ideal citizen in a democracy as one who— (1) renders some sort of service for what he receives (rich and poor alike); (2) cooperates with others for the common good and elevation of the level of society; (3) contributes something in keeping with his native capacities and acquired resources; (4) achieves the best for himself and his family. It follows then, that a democratic state should, in turn, provide opportunities for that guidance, the acquisition of those skills and techniques, the acquisition of that information, and the development of those attitudes which will enable each citizen to fulfill his obligations to society.

The implications of such a philosophy of education may be stated as follows:

1. Traditional, stereotyped, educational materials and procedures no longer suffice.
2. More attention must be given to child interests, needs, abilities, and aptitudes.
3. Education must provide for

growth — both mental and social.
4. Education must be dynamic.
5. Education must involve activity and freedom.
6. Education must recognize and provide for individual differences.
7. Education must set out to guide rather than to force.

The school curriculum therefore must be revised to harmonize with this democratic conception of education. Guidance then becomes the watchword of the progressive elementary school.

Numerous factors in modern life make guidance increasingly essential to satisfactory adjustment in a changing social and economic world. Some of these factors may be stated as:

1. The increasing complexity of modern life.
2. Increasing economic insecurity (unemployment).
3. Disruption of family life.
4. The wide range of individual differences (intellectual, emotional, physiological).
5. Greater occupational differentiation due to new inventions.
6. The increasing demand for trained workers.
7. Crime and delinquency.

Information and Attitudes Needed

From the foregoing discussion it seems obvious that all educational agencies, particularly the school and home, should cooperate to equip each child to become a self-supporting and well adjusted individual. This can only be accomplished by leading him to acquire reliable occupational information, in order that he might choose wisely a line of work which will render him both useful and happy — and by building up in him desirable attitudes, and modes of behavior. The importance of the latter must not be underestimated. For no amount of vocational or professional information and no degree of vocational or professional skill can make an individual happy if he is maladjusted in his social relations. More and more the social aspect of education receives emphasis. Subject matter is no longer an end in itself — but a means to an end; the end of satisfactory adjustment to every phase of life, here and now, and this includes participation in some worthwhile endeavor.

Education a Socializing Process

A careful scrutiny of the purposes of the elementary school as set forth in the "Teachers Guide to Child Development" published by the State Department of Education of California, will reveal an emphasis upon education as a socializing process. These purposes are stated as follows:

1. To establish normal mental attitudes and controlled emotional reactions, and to develop a sound body.
2. To develop an understanding of social relationships and a willingness to participate in social activities in ways conducive to the progress of society.
3. To develop individual talents and abilities as completely as possible.

4. To cultivate habits of analytical thinking.
5. To acquire a command of knowledge and skills essential to effective living.
6. To develop appreciation for and desire to seek beauty in its many manifestations.

Again do we find the social aspect of education implied in the list of objectives for the Elementary School laid down by Lois Coffey Mossman. Miss Mossman states them as:

1. Health — which recognizes the importance of a sound body. According to Terman, children of superior physical development are usually superior in mentality.
2. Inquiring — which recognizes the importance of a critical evaluation of existing practices and thought in a progressive society.
3. Efficiency — which recognizes the indispensability of certain skills and techniques as reading, number, writing, etc.
4. Aesthetic — emphasizing the importance of a wholesome use of leisure through art, music, literature, etc.
5. Social service — which recognizes the value of guiding a child to a feeling of responsibility for less fortunate members of society — and of developing in him a willingness to give where he expects no returns.

These purposes and objectives, on the surface, bear no relation to occupational success—yet, upon careful study of them, one can see a very vital relationship. Success in any chosen field of endeavor is influenced by each of these objectives; for example, health, efficiency in fundamental skills, open-mindedness, love of the beautiful, and willingness to do more than one's share are assets in any line of work.

(*To be concluded.*)

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Prairie Farms

JOSEPH H. B. EVANS

A visit to Prairie Farms, the Farm Security Administration's homestead project in Alabama, provided delegates to the American Teachers Association Convention at Tuskegee Institute with a demonstration in educating "the man farthest down" for life.

THREE buses and twenty cars filled with teachers were escorted to the project, twenty-one miles from Tuskegee, by Dr. Thomas N. Roberts, Project Manager of the Land Utilization Project of Macon County, Alabama; Mr. Coleman D. Camp, Project Manager at Prairie Farms; and Mr. Joseph H. B. Evans, of the Farm Security Administration's office at Washington.

New Homelife Provided

Located on U. S. Highway No. 80, midway between Tuskegee Institute and Montgomery, in Macon County, Prairie Farms has meant home, for a little more than a year, to thirty-four Negro families, most of whom came from the sub-standard land area around Tuskegee. The project consists of thirty-four farmsteads spread over some three thousand acres of land suitable for the production of crops common to the section, such as cotton, corn, oats, cowpeas and soybeans, as well as for home gardens and orchards. On each of these thirty-four units are a sturdily built cottage with double floors, modern plumbing and electricity, a barn, stable, poultry house, vegetable house and pig pen. The health of each family is protected by a drilled well and a sanitary privy—all a far cry from conditions of former years.

ON THE ROAD UPWARD

Government Aid Essential

Some among us have questioned the use of government funds to finance farm operations, provide housing and household goods for clients. When it is realized that the families, regardless of race, which Farm Security is relocating or rehabilitating are admittedly such bad financial risks that no bank would grant them loans, the significance of the work at Prairie Farms and similar projects throughout the Southland becomes apparent.

One authority on agricultural economics has said: "In general, farm operators have known how to farm

better than they have been able to farm. Low incomes and high costs have prohibited the building up and maintaining of sufficient reserves out of incomes, to do for the land what is needed for a permanent agriculture." Visiting teachers found substantiation for this conclusion in the response of Prairie Farms dwellers to what was, for most of them, their first year of living and working under favorable conditions. As the delegates moved from farmstead to farmstead, uniformly good crops, well-kept livestock, home canning, and carefully tended flower beds and shrubbery, bore evidence to the fact that supervised government aid had given these families the chance they needed. Farm activities on each unit were following farm and home management plans developed for that unit, stressing the production of food for home consumption, and the improvement of land through crop rotation and the use of cover crops.

School Provided

Of special interest to the visitors were the plans for a school and community building which will house one hundred and twenty-five pupils and provide them, in addition to the regular curriculum, with special instruction in home economics and agricultural shop work.

The school will have the active cooperation of Tuskegee Institute in its program, as will the newly established community Cooperative Association, of which Mr. Shelburne Clarke, Tuskegee graduate, is manager. Mr. Clarke, who specialized in business administration, has already started on his work of stocking the community store.

Cooperative Activities Begun

Throughout the past year, however, cooperative buying of farm equipment and supplies, cooperative selling, canning, and cooperative ginning have been carried on. The ginning, particularly, has been of benefit to the farmers. Prairie Farms seed is now being segregated in the warehouses and is bringing good prices on contract from one of the large packing houses. A recent development is the plan to have the entire community specialize in one type of cotton, to attract particular buyers and assure the clients of steady outlets and fair prices.

Health Facilities Provided

To those familiar with rural conditions the constant economic loss through sickness is commonplace. Familiar, also, is the fact that the highest mortality rates in rural sections exist because of the proportionate discrepancy between farm incomes and doctors' bills. To meet this problem, a health center is being constructed at Prairie Farms, and group hospitalization will be effected through the John A. Andrew Memorial Hospital at Tuskegee Institute.

Reaction of Delegates

The reaction of the educators who visited the project will be of interest to OUTLOOK readers who were unable to attend the sessions at Tuskegee. Many of the teachers from urban centers expressed their surprise at the many-sided

program which they saw in operation at Prairie Farms.

President Dwight O. W. Holmes, of Morgan College, Baltimore, commented: "This is the finest thing I have seen leading toward the raising of living standards and the development of a more secure economic foundation for Negro farmers in the Southland." Another Baltimore educator, George B. Murphy, Sr., now a member of the Baltimore Housing Authority, expressed the opinion that "with the type of supervision these families are receiving there is no doubt that the Negro farmer will emerge as a real business man." H. Councill Trenholm, President of State Teachers College in Montgomery, declared the project indicated the need for rural housing and home planning. "I was particularly impressed," said Dr. Trenholm, "with the work of the home economist, as evidenced by the cleanliness of the homes, and the large amount of foodstuffs which had been put up for winter use." Summing up the picture unfolded by this pilgrimage, Assistant Superintendent of Schools Howard H. Long, of Washington, D. C., had this to say: "It seems to me that the Administration is approaching the problem of the relocation of families with a deal of sanity. It is fundamental that something be done to make it possible for rural people to earn a decent living."

To those, themselves perhaps uncertain, who must daily face the doubt and appeal of the coming generation, in classrooms all over the country, the optimistic note of these comments must bring some measure of satisfaction. Many have themselves envisaged just this sort of building up of the land and those who live on it, knowing that, inescapably, all will be affected, and the Negro more than most, by the fate of those who work the soil.

NO MORE COTTON TO THE DOORSTEP

There are eight all-Negro projects and fifteen mixed projects with a large Negro participation, distributed through Alabama, Arkansas, Louisiana, Georgia, Mississippi, Missouri, North and South Carolina, Texas, Tennessee and Virginia. On them, nine hundred Negro families will make their homes, half this number being already in occupancy. As realists we know that these twenty-three projects cannot fill all existing needs, nor were they intended to do so. But it is hoped that these demonstrations will point the way to a sound agricultural economy in which the Negro participates actively, changing appreciably the prevailing picture of Negro farm life, and through the forces of education, directly applied, making less difficult the progress of the Negro American.

A Tale of Three Pities

J. W. Haywood, Jr.

In speech and in writing, educators interpret such timely topics as "differentiated instruction," "social maladjustments," "ultra-progressivism," "mental disequilibrium" and "emotional equations." Treatment of subjects of this kind gives one welcome opportunity to display professional wisdom that is abreast of the times. Sterling value lies in sane discussion of these popular educational themes; but occasionally we should descend from the deluding limbs of tree-top theorizing and face a few rather prosaic factors that to an increasing extent sterilize the effectiveness of many teachers. That these factors exist is, to put it colloquially, a thumping pity — in truth, *three pities.*

Pity One—Overcrowdedness

The first of these factors is the condition of overcrowdedness that prevails in too many of our urban schools. To the writer, it seems that the possibility of becoming familiar with pupils as individuals, with their interests, tastes, hopes, mannerisms, quarrels, disappointments, family and home life, is practically nullified by class room congestion. Yet, unless individualized instruction is to be merely another stylized phrase, we must have the "Hopkins-on-one-end-of-a-log" type of relationship between teacher and pupil. Individuality is educable in inverse proportion to the mass in which it exists.

Not only is a genuine acquaintance with the students improbable, but also there is strong likelihood that all names of members of the several classes a high school teacher may have in his charge will scarcely be matched properly with faces before the end of the semester. Perhaps it would be useful for some educator to evolve a method of "*mass*-ified" instruction for dealing with large classes. The more earnest the teacher is, the more acutely he feels the dismaying cramp of double-size classes.

Among the other ills aggravated by congestion is that of pupil misbehavior. The writer knows that reliance for class control, i. e., for what in ancient parlance was called discipline, should reside in the activities of the group. This is a heavenly theory. Unfortunately, overpopulated schools are most often attended by children the majority of whom, coming from districts loose with license and loudness, are not equipped by experience or home training to resist this grand opportunity for deviltry or dawdling under cover of numbers. Where homogeneous grouping obtains, the lower down we go in any given grade, the more ingenious and contagious we find the variety of disorder. To be sure, any teacher worth his salt must be able to control his wards; but it is debatable

whether the nervous, if not physical, energy expended in deliberate efforts to get and maintain control over large groups could not be more fruitfully spent.

Pity Two—"Traveling" Teachers

The second factor is commonly called the "floating" or "traveling" teacher. In all seriousness, this creature may be (al-beit inelegantly) compared to a certain quadruped in at least three ways. To begin with, the "traveling" teacher is a sort of pedagogical hybrid, born of excessive school enrollment and inadequate teaching facilities. Secondly, he is obliged to cart about such material aids as he may need for his classes (often in different subjects); and at the same time to have at his finger tips whatever information the offices of the school may urgently request. Thirdly, the labors of the "floater" are more frequently unproductive than those of the resident teacher.

The "traveler" may find himself teaching general science in the gymnasium, or language over the cooking range, or geometry in the gallery of an auditorium. Manifestly, he is at great disadvantage. His best efforts are enfeebled by circumstance; at times they are downright futile.

Most educational discussion seems to ignore this class of teacher altogether. Surely, this tribe of "vagabond" instructor stands in want of some special advice.

Pity Three—Clerical Work

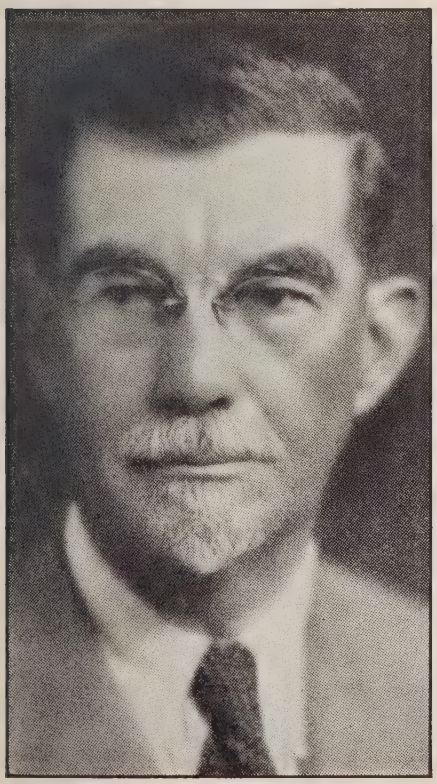
The third mentionable factor concerns the enormous amount of clerical work required of the teacher. The larger and more "progressive the school system, the more numerous grow the clerical duties. Elementary school teaching is oft facetiously and perhaps truthfully called "school keeping." Records are of course necessary for many purposes. But pure whimsy seems to set some of the red-ink tasks that filch from the teacher time and strength that could be used in preparing to cultivate the qualities and refine the manners and dreams of his pupils. Thus do we moil through many a clerkly hour, tabulating data that are solemnly filed away to gather the dust of the ages.

Have a "Think" on Me!

These elements of the teaching situation are mentioned because the writer believes that we teachers can and ought to do something about them. The zeal of the conscientious teacher almost congeals as he despairingly perceives to what extent his application is stymied by sheer numbers and by similar disadvantages which not even an ostrich would disregard. Not a bloody revolution is needed but a "brainy" revolution; not a sit-down strike but a sit-down "think." What can we teachers do to improve our own working conditions and thereby to heighten our effectiveness? The welfare of many Negro girls and boys, who "tumble" into school restless with vitality, crudeness, mental awkwardness and an unkempt loveliness, is tangled up in our intelligent answer to that manifold question.

Henry Alexander Hunt, Builder

Frank Horne



HENRY ALEXANDER HUNT

Henry A. Hunt died as most men would—in line of duty. As Principal of the Fort Valley Normal and Industrial School, he carried upon his heart the tribulations of an institution he had nurtured for thirty-five years; as Special Assistant to the Governor of the Farm Credit Administration, he bore upon his heart the despair of black farmers throughout the South. Just before the dawn of October 1, 1938, that heart broke under the strain, and Henry Hunt passed on the torch he had so dutifully kept aflame.

Born seventy-one years ago on "Hunt Hill" in Hancock County, Georgia, he studied under Asa Ware at the old Atlanta University, established his reputation for thoroughness and integrity in his work among the boys and young men at Biddle—now Johnson C. Smith University; then, at the request of George Foster Peabody and Wallace Buttrick, returned to Fort Valley, Georgia, within a hundred miles of his birthplace, to devote the latter half of his life to the building of his lasting monument, the Fort Valley Normal and Industrial School.

Henry Hunt was a builder—a sound and practical builder of structures and of men. He planned carefully; he laid foundations firmly; he raised seemly superstructures that are at once beautiful and useful. In order to make possible his own education, he worked as journeyman carpenter during the summers, building school houses in Alabama. In North Carolina and again at Fort Valley his genius for construction found expression in the development of sound building programs. But even more vital, Henry Hunt was a builder of men. As he placed brick on brick to raise walls that were plumb and courses that were level and true, so he built into the character of his students the principles of accuracy, thorough-

ness and genuineness. He taught "do as I do"—not "as I say do." He thought deeply, he conceived largely, and built firmly. What he leaves will stand.

To him a school for rural Georgia was more than walls and books, teachers and pupils. For him a school was a "light in the valley" throwing its beams out into the surrounding community. And so he made Fort Valley the center for farm and home demonstration agents, community nurse and Jeanes county school supervisor. His farmers' conferences preached better homes, better food, better farming, better schools,—"own your own home,"—"own your own farm"; the school nurse carried the light of health into the countryside; community classes were organized in chicken and hog-raising, home nursing and hygiene, cooking, canning and preserving food, gardening, marketing, and citizenship. Henry Hunt carried his school to the very doorsteps of the homes of the pupils and lifted them all together.

His people and his Nation rewarded him with the Spingarn Medal, Harmon Award, and Fellowship to Denmark. His Government summoned him to serve as Assistant to the Governor of the Farm Credit Administration. Everywhere, he won the respect and admiration of all men, black and white alike. His own integrity and earnestness gave orientation to many a purposeless life. To those who knew him intimately, he was both friend and inspiration. Like all men of earth, he had his faults and his weaknesses but in the balance of times true scales, his life will weigh heavily on the side of those who have made the world better by having lived in it.

Henry Hunt's body lies on the campus he loved, but he will never really die. He lives forever in the school he built with his mind and his hands. Even should those who follow him be so blind as to tear down the buildings, stone by stone, level with the very ground, yet would the healthy influence he has had upon countless hearts and minds and lives reverberate endlessly into immortality.

A REQUEST

Many subscribers have been extended the courtesy of deferring their payments to some future date. It will enable us to serve them better, without interruption, and with greater economy, if such subscribers would send in their remittance when due without our having to send a bill. Cooperation in this will enable us to reduce our overhead expenses and to transfer the saving effected to the improvement of the service of the magazine. Thanks!

Home-Work Versus School Children

Roscoe C. Brown

In the October issue Dr. Brown gave some significant figures relative to the mental and physical conditions of school children of the United States; held the schools responsible for making health the first objective of education; and pointed out the evils of home-work. His contribution is concluded in this issue.

It is often charged that "teachers let the children do their (the teachers' work" and are content to hear recitations of assignments the next day and to maintain "discipline" in the classroom; and that parents avoid the opportunities for better understanding of their children by friendly exchanges in the home because they "do not want to be bothered," or secure vicarious satisfactions in the child's scholastic achievement. Both teacher and parent in such cases thwart the fundamental essential of education—guidance in well-balanced physical, mental, and emotional development.

New Type of Home-Work Needed

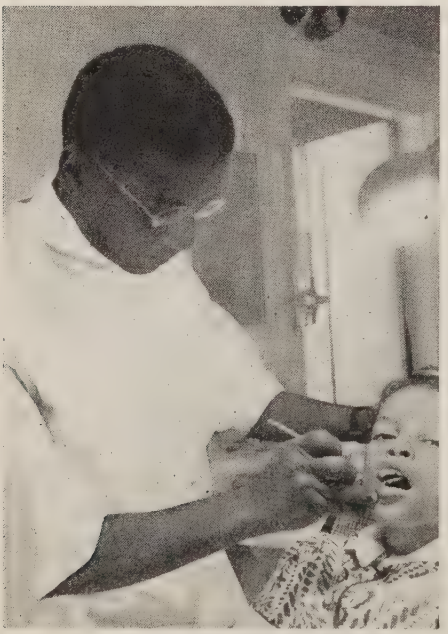
Further, the absence of teacher assignments for home study does not preclude the devotion of some of the child's at-home time to purposeful review of lessons and exercise of mental capacities in the interest of the mastery of subject-matter and the development of proficiency in mental processes. There are few homes in which parents or guardians would not cooperate with the school and the child to supplement the teacher's work and aid what is referred to by educators as "the continuing process" of education. But when home assignments are excessive, difficult, and unsuitable, and uncorrelated, there are the complicating factors of compulsion and necessity, and both the child and the parents are apt to disregard health in the effort to conform to the school's policy and the teacher's requirements.

Why should the child that knows the principles of a mathematical formula be compelled to spend hours in performing a routine assignment made to the entire class, without regard for need of this application; or, why should the pupil who is not proficient in mathematics be burdened with long hours of striving for correct processes and answers without supervision of the teacher who is trained in the science and in pedagogy? Would not this time be spent to better advantage in interesting and helpful collateral reading, the development of skill in vocations and hobbies, wholesome recreation, and early-to-bed rest? Home-work, if assigned, should have definite time limitation and interesting, constructive purpose of personality development and not condemn the student to distasteful, enervating drudgery.

There is no little irony in the experience of having a school author-

ity or teacher send to the home of a child, where health consciousness and health care in other matters are observed, a note or form advising that the child of this home has defective posture or vision, or both, which should receive immediate attention. Even in the best home, seating, lighting, ventilation, and conditions of quiet study atmosphere do not provide the facilities of the scientifically planned and controlled conditions of the modern school. Also, the average home lacks the reference books and materials which are available in the school library; and it is not desirable, from the point of view of the child's health and security, for late hours to be spent by young students in visiting public libraries.

In private schools, with libraries for after-school study and dormitory residences, a reasonable library closing hour and a dormitory "lights out" policy, together with a controlled schedule of students' curricular and extra-curricular activities, provide a well balanced day for study and personal care. But in the inarticulate public school and personal home relationship, a hit-or-miss practice prevails, with the child being ground between the upper and nether millstones.



EXAMINING THE TEETH

Extension of School Day Needed

It would be far better to extend the public school day an hour for a supervised study period and send children home unencumbered with books and assignments for the next day's work. For this study period, specially prepared teachers might be employed for effective results. This would not be altogether without precedent, for even now cadets and members of or aspirants for the athletic teams, and students in other extra-curricular activities are required, with tacit approval if not by regulations, to spend many hours before and after school for practice and performance. And, here the question might be asked, why should extra-curricular activities necessarily mean extra school hours? Does not the present day philosophy of education recognize them as worthy and useful essentials of comprehensive personal and personality development? Also, why should not adequate supervised study periods be provided in the regular school day program? Would it not be better to have less time for the

recitation of information and more time for assimilation?

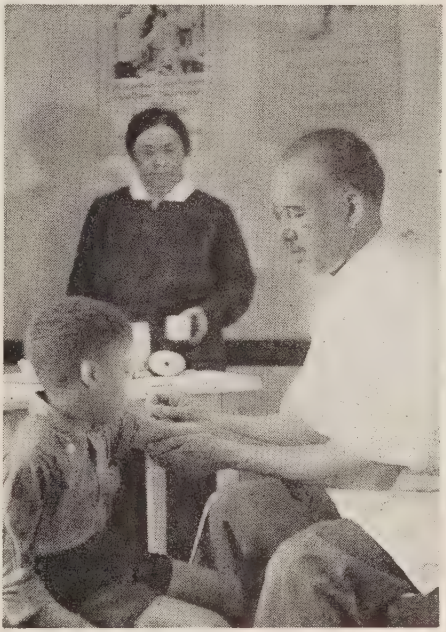
But, you may interject, many parents offer objections to home-work abandonment or limitation. The retort should be, why is unusual consideration given to the wishes or will of parents in this vital matter of child welfare when relatively less important regulations are promulgated and enforced without such meticulous concern for parental approval or disapproval?

Healthy Teachers Essential

Nothing has been said in this article so far about the importance of the health of the teacher, but adequate physical and mental fitness of the instructor of school children are essential for both the example of good health in appearance and vitality and the sympathetic and efficient management of the class. Regular habits of good hygiene, periodical physical examinations, prompt attention to any manifest disturbances of health, and wholesome recreation are indispensable to continuing well-being and effective service. In addition, of course, the teacher should have sufficient knowledge of the rules of hygiene, the causes and appearance of malnutrition and signs of disease in children, and the health regulations of the school and the community to act intelligently and wisely when health problems arise in the course of school duties.

Physical Education

Physical education is no longer considered a separate program of gymnastics, "stunts," and "dear old Alma Mater performances," but an aid to better health and personality development, to be integrated in the school curriculum with proper evaluation and proportionate emphasis and practice.



A TIMELY VACCINATION

Health a Responsibility of Special Officer

This, like other controversial and questionable practices in the educational system, will not be wisely determined until it is considered of sufficient importance to demand a capable assistant administrator to formulate a program and direct development and operation of the health service of the school as is provided for other departments of the school organization and school functions. Surely, an Assistant

Superintendent, with necessary health training and experience, should be assigned to the challenging need of adequate health protection, instruction, and guidance for America's future citizens. As correlator in the school organization and liaison for official and voluntary health agencies and organizations and institutions in the related fields of health welfare, he would resolve a debatable question into definite conclusions, integrate uncontrolled practices in a coherent plan, exercise supervision of personnel and procedures, and maintain essential continuity and objectivity. The White House Conference on Child Health and Protection held in this city in the year 1930 endorsed a significant statement, under the caption, Administration and Organization of School Health Work. It reads: "It is useless to set up a school health program unless at the same time adequate provision is made for its administration in the schools."

New Books for Children's Book Week

Dorothy B. Porter

The celebration of Children's Book Week started on November 13th. Hundreds of fine new books for children have been prepared by the publishers for this event. In the following brief outline are given some of the outstanding titles of books containing Negro characters which have appeared during the year 1938. The majority of these titles continue to come from southern authors who present the old plantation types; but several new books of especially pleasing quality depict little colored boys and girls in foreign lands or tell us of the every day life of school children. Among the new books for very young readers portraying already familiar characters by well-established authors are "Ezekiel Travels," by Elvira Garner (New York, Henry Holt, $1.50); "Nicodemus and His New Shoes," by Inez Hogan (New York, E. P. Dutton and Co., $1.00); "Araminta's Goat," by Eva K. Evans (New York, Putnam Sons, $2.00); and "Epaminondas and His Auntie," by Sara C. Bryant (New York, Houghton, Mifflin Co., 75c.).

About Foreign Children

Among the several titles about children in foreign lands may be found—"Banana Tree House," by Phillis Garrard, which is lavishly illustrated in color and black and white by Bertha and Elmer Hader (New York, Coward McCann, $2.00). It is a funny and charming story of nine year old Susanna Dardanella Jones, called Sukey, who lives in Bermuda.

For older boys and girls there is "Tal of the Four Tribes," by Herbert Best (New York, Doubleday, Doran, $2.00), the husband of Erick Berry, the illustrator of so many books for children with Negro characters. This story of adventure and mystery is about Tal, a little African orphan who is trained by the Chief Priest to become his successor and master of the Four Tribes. Alden G. Stevens, a new author, has written a story of fine quality especially suitable for children up to fourteen years of age in "Lion Boy," a Story of East Africa (New York, F. A. Stokes, $1.75). It is concerned with the adventures of Simba who lived in Kondoa Irangi (Land of Painted Sheep), a village on the edge of a jungle. The illustrations are by E. A. Watson. Older boys and girls should like "Honey on the Nile," by Erick Berry (New York, Oxford University Press, $2.00), the story of Ankhes, Queen of Egypt and wife of Tutankh Amun who took flight from a hostile court on a barge carrying bees on the Nile. This story, based on fact, is an interesting picture of life in Egypt. Pattie Price has arranged in the manner of free verse several Zulu folk tales in his book "Bantu Tales Retold," (New York, E. P. Dutton, $1.50). It contains eighteen illustrations in three colors by Desmonde Smith. "Humpy, Son of the Sands," by Hamilton Williamson (New York, Doubleday, Doran, $1.00), is a picture age book of a baby camel and his desert adventure.

About Southern Characters

Stories of southern plantation characters for children up to twelve years of age include "Little Cumsee in Dixie," by Halsa A. Kyser, illustrated by Erick Berry (New York, Longmans Green, $1.50), which concerns Cumsee who lives on Marse Tom's plantation in Alabama; "Persimmon Creek," by Nellie P. Carter, illustrated by Alice Cady (New York, Longmans Green, $2.00), is a story of Jeff, a Negro boy who was determined to have a mule regardless of cost; "The Flop-Eared Hound," by Ellis Credle (New York, Oxford University Press, $2.00), which centers about Shadrock more often called "Little Bootjack" and his troublesome flop-eared hound; and "Judy, Grits and Honey," a picture book by Rhea Wells (New York, Doubleday, Doran and Co., 50c), which would please the youngest reader. It is about the good times Judy, Grits, her little colored friend, and Honey, a pony had. Eleanor W. Nolen who lives in Washington tells us about Susannah and her eight year old Mistress, Nellie Custis, in "A Shipment for Susannah," illustrated by Erick Berry (New York, T. Nelson and Sons, $1.00). While Susannah learns to cook, wash, iron and perform other tasks, Nellie studies her lessons and practices music. The Shipment for Susannah was a special gift for her from General Washington's annual shipment of goods from London. Another good story is "Miss Couch and the Scamps," by William P. Meade (New York, Doubleday, Doran, $1.50). It relates the adventures of a mischievous bunch of white and colored children in a little Virginia town.

About Negro Youth

Among the titles of books containing stories of Negro Youth is "Junior," a colored boy of Charleston, by Eleanor F. Lattimore (New York, Harcourt, Brace and Co., $2.00), an appealing story of seven years old John Robinson Junior who cheerfully works very hard selling vegetables and shrimps, shining shoes and washing windows in order to help his family while his father is out of work. Older girls from 12 to 15 should like "Shuttered Windows," by Florence C. Means (New York, Houghton, Mifflin Co., $2.00), the story of Harriet Freeman a girl of sixteen years who was educated in a large northern city and who found life disappointing where she had gone to live with her grandmother on a sea island off the coast of South Carolina.

Elizabeth P. Cannon and Helen A. Whiting in "Country Life Stories, Some Rural Community Helpers," (New York, E. P. Dutton and Co., 65c) have presented a first reader for boys and girls in rural communities who are doing the same things the children in the story do. "Key Corner," by Eva K. Evans (New York, Putnam Sons, $2.00), tells a story of the changes in a small Negro community made by the new young woman who came to teach in the little Georgia village.

The Associated Publishers have added to their lists of Juvenile books two books by Helen A. Whiting, "Negro Folk Tales for Pupils in the Primary Grades" and "Negro Art, Music and Rhyme for Young Folks" (Washington, D. C., The Associated Publishers, $1.10). Both books are illustrated by Lois M. Jones. "A Child's Story of the Negro," by Jane D. Schackleford (Washington, D. C., The Associated Publishers, $1.40) covers the history of the American Negro beginning with his African origin. Sketches of the lives of outstanding men and women are included.

WRITING FOR PROFIT

The National Educational Outlook Among Negroes is desirous of presenting to its readers educational fiction in the form of short stories. It believes that many lessons of lasting value may be taught through this means. There are many educational situations in the classroom, on the playground, in the home and elsewhere which appropriately may be used as background material. We are therefore inviting students, teachers and others interested to send us short stories of the nature described. These short stories should not exceed 1,200 words and should deal with themes which have educational significance. The National Educational Outlook Among Negroes will pay three dollars for each short story submitted and printed in its pages. We reserve all rights to the stories we print. No manuscripts will be returned unless accompanied by return postage and mailing instructions. Send all short stories to the Story Editor, The National Educational Outlook Among Negroes, 1210 Lamont Street, N. W., Washington, D. C.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

TO THE REGIONAL VICE-PRESIDENTS

MY DEAR VICE-PRESIDENTS:

Enclosed you will find a copy of a letter that was sent to the Presidents of State Associations setting forth definite reasons why they are being urged to rally their fellow-teachers to the support of the American Teachers Association. In addition an urgent appeal is made for immediate support through the advancement of funds that will enable the Association to carry out the agreement made between the Trustees and the management of the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES.

I am now requesting you, as national representative of the Region, to reinforce my representation to the State Presidents within your region in the most effective way you can. It may be that through your more direct contact, some Associations will make a financial advance at once, to be deducted from amounts due later.

Then, too, there is another suggestion I desire to make, the application of which will in my judgment help to give greater cohesiveness to the Association and increasing significance to the service of the American Teachers Association as it touches the life of the individual teacher.

The problems of the teachers of any given region, while fairly homogeneous, vary never-the-less in degree and kind, to the extent that an opportunity to present and discuss them together should prove of definite benefit to all concerned. For this reason I am suggesting strongly that at least one of your Regional Conferences take the form of a meeting of the various State Presidents in a place as nearly central as possible: that this meeting be in the nature of a round table discussion of problems faced by the several State Associations of the Region; that important findings of the meeting be listed along with recommendations for their total or partial solution, and forwarded to the President and Executive Secretary in order that they may be earnestly considered by the Executive Committee with the definite purpose of determining in what way and to what extent the American Teachers Association may contribute to their solution. This will be a decided step forward in the efforts of the administration to make effective the "Long Time Program" so heartily adopted at the Philadelphia meeting of the national body.

Of course, it is hardly necessary to suggest that, as Regional Vice-President, it is assumed that you will exercise great diligence and industry in stimulating the efforts of State and local Association officials in their efforts to enroll their total membership in the American Teachers Association, to the end that the close of the administration year next July will find at least ten thousand teachers of Negro youth members of the national body.

I sincerely cherish the hope that you will be keenly aware both of your responsibility and of your exceptional opportunity as a national officer to promote its interests within your Region, and thereby contribute to the earnest and planned efforts now afoot to make the American Teachers Association an effective national instrument in achieving ultimately the cherished objective of equalization of educational opportunities for teacher and student alike, without regard to race or religion or sex.

Sincerely yours,

CARRINGTON L. DAVIS, *President.*

EXECUTIVE SECRETARY'S OFFICE

The membership of the American Teachers Association during the year 1937-38 included teachers and organizations in 28 states. Of these Alabama led with 630 teachers; the District of Columbia with 541; West Virginia 451; Maryland 404. Memberships in the other states ran from one in California to 133 in Arkansas. The state associations that affiliated included Alabama $100.00; District of Columbia $25.00; Georgia $30.00; Kentucky $10.00; Louisiana $100.00; Maryland $50.00; Mississippi $25.00; New Jersey $25.00; North Carolina $100.00; Pennsylvania $5.00; South Carolina $25.00; Tennessee $25.00; Texas $25.00; Virginia $25.00; and West Virginia $25.00. The National Association of College Women was also in affiliation with the fee of ten dollars.

The cooperation given by teachers and organizations in the several states indicates increasing interest on the part of teachers in the development of this organization. The number of teachers who affiliated with the Association last year was 3,338. With this number as the nucleus, the membership of the organization should be increased to 10,000 by January 1, 1939.

Experience has shown that the membership of teachers in the several states depends largely upon the interest taken by educational leaders. In the four states having the largest membership certain individuals deeply interested in the work of the American Teachers Association were responsible for the fine showing made. Efforts are now being made to develop similar interest among the leadership in the remaining 24 states that have Negro schools.

With a view of securing the cooperation of the officers of state associations, the following letter has been addressed to presidents and secretaries of state teachers associations by the Executive Secretary:

"The American Teachers Association, at its meeting in Tuskegee, Alabama, July 26-29, 1938, took two significant steps.

"First: It discontinued the publication of *The Bulletin* and substituted the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES as its official organ.

"Second: It decided to cooperate with the National Association for the Advancement of Colored People in its effort to improve the condition of the education of Negroes in the country.

"In order to carry out these forward looking steps the Association increased its membership fee to $1.50 per year, fifty cents of which will be sent to the EDUCATIONAL OUTLOOK for a subscription to the member paying; ten cents of the membership fee will be sent to the N. A. A. C. P. to help prosecute the work it is so splendidly doing in the interests of the education of Negroes, the remainder of the fee to be devoted to the prosecution of projects instituted by the American Teachers Association. I believe that this action will meet your approval and that you and the teachers in your state will be willing to give full support and cooperation.

"You can readily understand that it is impossible for this office to get in touch with every teacher in your state because, first of all, I do not know them and secondly, if I knew them most of them do not know me and therefore would not pay very much attention to an appeal coming from me. But if you, through your organization, will set up an organization composed of individuals in every section of your state, to be known as an American Teachers Association committee, through that committee I shall be able to reach every teacher in your state. I am asking you, therefore, if you will appoint such a committee composed of wide-awake men and women who will help us to put over this forward looking program of the American Teachers Association.

"You will note that I am taking for granted that you are intensely interested in the work of our Association and that you will do everything in your power to make it effective in its efforts to unite the educational sentiment among Negroes in America.

"May I hear from you at your earliest convenience with respect to the subjects contained in this letter?

"Thanking you in advance, I am

"Very sincerely yours,
WM. W. SANDERS,
Executive Secretary,
American Teachers Association."

Modern Torch Bearers

In the June issue we published a group picture of most of the Negroes holding executive positions in the Federal Government at Washington. The following is the first of a series of brief sketches of the offices over which these executives preside. We are presenting them in an effort to give our readers an opportunity to become better acquainted with their functions and services.

Office of the Field Representative, United States Employment Service, United States Department of Labor

The Wagner-Peyser Act, enacted by the 73rd Congress, June 6, 1933, and amended May 10, 1935, provided for the establishment and maintenance of a national system of public employment offices, and created in the Department of Labor a bureau to be known as the United States Employment Service. The Service adopted the policy of having all employment offices throughout the nation deal fairly with, and give full consideration to, applicants of all groups regardless of race, creed, or color.

In an effort to increase Negro placements by U. S. Employment Service offices, a Negro, Lieutenant Lawrence A. Oxley, was appointed Field Representative for the Service, July 1, 1937. Previously, Lieutenant Oxley had been appointed, in 1934, by the Secretary of Labor, as Commissioner of Conciliation in the U. S. Department of Labor at Washington. After serving in this capacity for about 18 months, he was named Chief of the newly created Division of Negro Labor in the Bureau of Labor Statistics. It was from this position that he was appointed to the present one. The Field Representative visits state and local U. S. Employment Service offices for conferences with administrative and other personnel in an effort to bring to these persons a knowledge and appreciation of the Negro applicant's problem in his search for adequate job placement. His office furnishes counselling and advisory services to the staff members throughout the nation on Negro employment problems and every effort is made to develop and maintain an understanding relationship between the local Employment Service and the public. Through attendance and participation in national and state conferences on industrial and occupational problems, the Field Representative is afforded added opportunities to gather factual information relative to Negro placement problems, and at the same time disseminate to interested groups and individuals pertinent information relative to the policies and program of the U. S. Employment Service.

Such information given at these conferences serves to stimulate active cooperation of the several organizations in the registration and placement of qualified Negro applicants.

LAWRENCE A. OXLEY

A survey of the personnel file of the U. S. Employment Service (March 10, 1938) shows approximately 450 Negroes on the staffs of public employment offices in 24 states. These employees are classified as managers, assistant managers, junior and senior interviewers, vocational counselors, receptionists, stenographers, typists, clerks, telephone operators, messengers and custodial workers.

The Division of Standards and Research handles all the research activities of the U. S. Employment Service. In the studies made by the Division, occupational problems of all minority groups, particularly the Negro, are given careful consideration. *The Survey of Employment Service Information,* an analysis of the characteristics of five million job seekers, and new applications and placements for the period July 1, 1936 to March 31, 1937, carries a section dealing with Negro applicants and placements, with particular reference to geographical distribution, industrial background, occupational groups, ages, and average length of unemployment. During the last two years the U. S. Employment Service, through the office of the Field Representative, has been making a survey of services to Negroes by its offices in 24 states. It is seeking to discover the true conditions regarding occupational preparedness and employment needs of Negroes.

It is the constant aim of the U. S. Employment Service to consider the employment needs of all occupational classes of workers utilizing the public employment offices. An educational program is being developed which will give the staff workers knowledge of the problems faced by Negroes seeking employment. This awareness is made effective through dissemination of prepared statistical data and other pertinent information relative to: (1) the present occupational status of the Negro; (2) the Negro population changes; (3) the Negro in the relief picture; and (4) the use of the U. S. Employment Service by Negro applicants.

Preparation of Grade Music Teachers

Grace Price Goens

A complacent attitude exists toward knowledge and attainment in certain fields. The arts have especially suffered neglect because of such an attitude. It is a traditional belief that the realm of the arts belonged to a special class of endowed and gifted persons whose function was to create wonders beyond our understanding. This idea is widespread today. For example, most of us Americans make little effort to fathom the many delightful problems which every hearing of music presents to us; we submit to being baffled every time we hear an orchestra play, and take no step toward understanding. Because educators and administrators have shared this ignorance and indifference about music, the school curriculum has consequently functioned ineffectively in this field. Music has gained an unimportant status in the curriculum because it is assigned limitations in the curriculum program.

Together with the handicaps mentioned are the more serious impediments that are destroying the cultivation and development of musical souls and minds—the poor practices of music teaching. General knowledge of our present systems reveals that most of the music taught in the grades is taught not by a trained music teacher, but by the grade teacher. The question naturally arises, How prepared is the grade teacher for bearing this responsibility? How adequate is her training as compared with standards established? And what are teacher training institutions doing toward preparing teachers to meet these standards? There are many studies dealing with these problems and related ones. They reveal that the equipment in music that grade teachers have is far below standards; that certification requirements are lax; and that teacher training institutions require few or no music courses.

By actual experience in the teaching of music in four states and an acquaintance with the conditions and practices in many systems, one may safely say that in general the teaching of music is far below standards. To cite some of the conditions during this experience—none of the four states referred to required music courses for certification, yet no teacher escaped teaching music. Many of these teachers had no piano instruction in their youth, and lacked the knowledge of the fundamentals that this gives. Even those who had at one time learned their notes from piano instruction were confronted with difficulties beyond the helpful reach of their meagre musical training. As a result children developed poor singing habits and voices, formed a dislike for music because of the teachers' awkward and clumsy methods of instruction; furthermore the teachers, realizing their lack, relied more and more on the appeal of cheap and

popular music for programs, or shirked their music classes. Consequently this multitude of faults contributed to a paucity of esthetic cultivation and wholesome musical expression of these respective communities.

Will the school systems accept the responsibility of removing the conditions stifling musical expression by doing as some few systems have done—relegating its music teaching to the hands of well prepared music teachers? Or will teacher training institutions have to meet this problem by inserting music in their curricula requirements?

Carver and Chemurgy

A. W. Curtis, Jr.

The second in a series of three articles on the life and work of Dr. George W. Carver by his assistant.

Each mail brings requests from individuals and firms from all sections of the nation and from foreign shores asking advice on the problems that confront them; inquiries come as to the efficacy of certain materials, and requests for advice are brought in as to profitable uses for waste materials of various kinds. These are by no means trivial requests. If the time these problems deserve were devoted to their solution, a corps of ten trained research workers, not including Dr. Carver and myself, would be kept constantly busy in the laboratories.

Of the many hundreds of problems that come to us in every mail, I will note just a few of those that I have been working on in addition to those that have occupied Dr. Carver's attention; and I shall point out several that we are working out together.

Waste Materials Used

From coffee grounds a combined wood filler and stain is being developed in an endeavor to find a use for this waste material. This stain, as tests so far indicate, gives evidence of its durability and richness of color, which point to its value for interior furnishings.

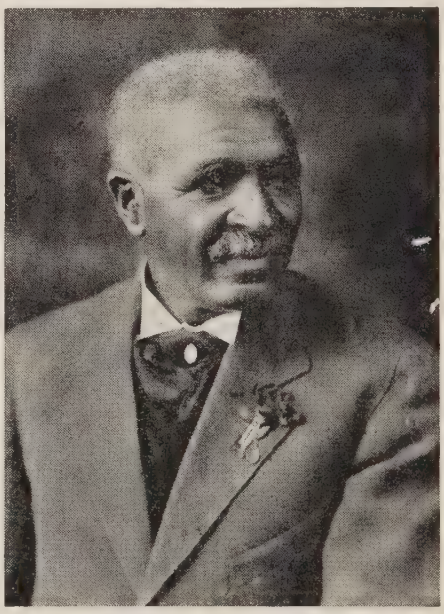
The velvet bean, which is a plant adapted to the soil and climatic conditions of the South, is at present dependent for a market almost wholly upon its value as a stock feed. The research on the velvet bean to date, points definitely toward its use in the future as a plastic material. The development of the industrial potentialities of this plant would mean a great deal to the southern farmer financially and would hasten the adoption of diversified farming — the salvation of this one-crop section.

This dependence of farm crops

upon human consumption as their only source of demand has accentuated the economic strain under which the farmer labors, year in and year out operating his farm, which is a business enterprise and which possesses all the elements of a corporation — labor, risk, investment, management and capital — in such a way that he has slowly strangled to death because of little or no demands for his crops, and the lack of sufficient returns from those crops that are sold. The industrial utilization of farm crops is an attempt to relieve this poverty-stricken condition of the farmer by opening new markets in which there will be a demand for his crops and at a price that will provide a liveable income for the farmer and his family. This is the fundamental principle underlying all the research work that we do in Dr. Carver's laboratory.

Increasing Livestock Production

In 1934, a committee was delegated by the Montgomery Chamber of Commerce to confer with Dr. Carver on the practicability of developing Alabama into a livestock center. Summing up the natural assets, an abundance of rainfall, favorable climatic conditions, and the quantity of native stock feeds that Alabama possesses, Dr. Carver endorsed and assured them of the success of such a venture. To affirm his report more conclusively to the group and to make livestock farming more profitable, he developed balanced rations suitable for work animals and productive animals, using only native feeds. In Bulletin Forty-one, "Can Livestock Be Raised Profitably in Alabama," valuable and pertinent information on the handling and feeding of livestock has been compiled. Listed also are numerous feed stuffs that form a balanced ration for various types of animals.



GEORGE W. CARVER

Mississippi Recognizes Achievements

On April 12, 1937, Dr. Carver spoke at the Mississippi Conference of the Southern Farm Chemurgic Council. At this conference were assembled scientists from all sections of the country to report their findings and to discuss the future development of southern agriculture and the role it will play in relieving unemployment and stabilizing the financial status of the South.

At the Jackson Conference, Dr. Carver was the recipient of just praise, glowing tributes and testimonials for the scientific contributions he has made and the farm chemurgic trails he has blazed during the past forty-two years. Dr. Carver was honored by the Mississippi Farm Chemurgic Conference. At this meeting Dr. Carver's address and the ten-minute sketch of Dr. Carver's life and work delivered by his assistant were broadcast throughout the State over station WJDX at the request of Honorable J. W. White, Governor of Mississippi, and J. C. Holton, the Commissioner of Agriculture.

Before returning to Tuskegee Institute from Jackson, Mississippi, we visited the sweet potato starch plant at Laurel, Mississippi. This industry is a result of one of the chemurgic trails blazed by Dr. Carver. He has told me of the numerous laboratory tests many years ago with sweet potatoes that led him to advocate the production of sweet potato starch, and the development thereby of another industry as a new outlet for the farmers and a source of employment for many who would otherwise swell the roster of the unemployed.

Pioneer in Farm Chemurgy

Dr. Carver is an inspirational pioneer in farm chemurgy and a motivating force in the advancement of this great movement that he has nurtured for forty-two years. To quote from Mr. Carl B. Fritsche, former director, Farm Chemurgic Council, New York City: "Dr. Carver is a worthy successor to Booker T. Washington. I have long known and hold high regard for his work in research and creative chemistry. Much of the new movement throughout the country to use by-products of farm crops is due to Dr. Carver. . . . Farm Chemurgy means putting chemistry and science as a whole to work for the farmer and indirectly for society in general. This, Dr. Carver has been doing for forty years."

"The Quest"

William L. Smith

"I HAVE lost my way on the road to Fame. Somehow I have wandered from the broad highway that leads onward and upward and turned on a trail that wanders through the valleys. Dim it seems to the eye as if all that had passed that way had walked in single file. Onward and upward it runs ever narrow, ever dim. But if you follow it and persevere you will come to the city of despair, and if you pass that you will come again to the highway of Fame and see over the hills the bright gleam of Youth's ascending full-fillment.

"I became lost on this little unmarked trail that leads to the highway of Fame, but after a bit I met an old, old man. Weary he seemed as if great tasks had been his. Despondent, he seemed as if his task did not know conclusion, and he was tired after centuries of eternal vigilance. Straightway I became curious concerning this old figure and catching him, touched his garment. 'What is your name?' I asked him, 'have you lost your way, as I?' He did not even turn his head to see what manner of person I might be, he only paused in his course and turned as if to listen. 'I know you,' he replied, 'your name is Negro Youth. You were travelling on the highway that leads over the hills to the city of Fame, but for a moment you became unwary and your feet turned upon this road, then when you became aware again you found that you could not see the tops of the hills, only the sides, and you walked along in their shadows. My name is Public Education. I have lived here in the shadows of these hills always. And always there come Negro Youth who have traveled the highway you have just left because it seemed broad and paved, most of them miss their way and I am here to meet them. They are always tired and wish to stay with me for awhile before they continue their journey. Many, many of them I have with me now, they will always come but there is room here for you too.

" 'This little highway you are on now started from the same source as the one you chose when you left your college halls. The highway you chose was marked Fame and was wide and straight. This little highway where we are now was marked "Service," and is narrow and crooked, and soon loses itself behind the hills of the world's great tasks. If you had chosen it at first, you might not be where you are now but you would not be tired, you would have met two experiences along the way, "patience" and "faith." From them you would have gained strength. You might have passed me and soon reached the highway of Fame again without stopping here. You would have known the way then to the place you wished to go. Along the road of service you would have learned things that would make your feet unconsciously take the right path.

" 'But Youth is ever that way. If it were not so we would have at last reached Utopia. There would be no further need of Human Service. There would be no weak and no strong, only a world filled with men equal and happy. All things that stand in the paths of human happiness that could be removed by human action would have passed away. No more tragic social struggles, no more drudgery, no more clashes between race and race, and class and class, the lesson of service would have been learned.

" 'You see over there two houses. They both belong to me. You see my family is divided. In one are children, "things to be developed," and in the other teachers, "the developers." You go into the house of the teachers. You will meet a number of friends there. Some of them came along the highway of service, they did not stop because they were tired or

lost, but because they like it here. They have found fulfillment. You will know them by their happy and radiant faces. To them has come a great awareness of their happiness. They have accepted a great task, the developers of hope, weavers of dreams and visions, establishing an immovable faith in the future, teaching that truth is the foundation of all creation no matter the dress that man puts upon her.

" 'Others came the same highway as you, they will not greet you as you enter. Their faces are things that you will not wish to see. They are ashamed of them and seek to hide them in their garments, not so much the face but the eyes, for in them you can see failure and on their faces the word frustration is written. But you need not be afraid of them, they are those that stayed too long; they fear that some day the children will read and understand the message in their eyes.

" 'I do not allow you to turn back. I am the keeper here. If you do not stay too long and continue on this little narrow road you will finally come to the place from which you started. You will not be discouraged. You will meet along the way "hope" and "patience" and they will give you a new courage. And when your feet again rest firmly on the broad highway of Fame, with confident step and wary eye you will trod it toward the far distant hills. But you will come again to the unmarked road of service. You will pause, for it will beckon you. Down its dim and narrow way you will see a new fulfillment. If so, come back and join the group with the happy faces. They will be your friends. If the road of service does not beckon you, travel on, you will cross the hills into Fame and power and grasp them in your hands. Whether they will bring you fulfillment, I do not know.' The road of service beckoned me. I turned down its narrow way and I am happy. Here I have learned the secret of life, not fame but service. Human happiness comes from the service of one's fellowmen with a humble heart."

EDUCATIONAL NEWS AND EVENTS

Health Service Study

A study of health services, with emphasis on tuberculosis and syphilis, will be made this Fall in 32 Negro colleges in eight states by Dr. Paul B. Cornely, director of Student Health Service of Howard University. The study is being sponsored by the National Tuberculosis Association and the American Social Hygiene Association and is believed by medical authorities to be

the first joint survey of its kind ever undertaken among Negro college students. It is hoped that as a result of Dr. Cornely's survey, a program will be set in motion to reach ultimately about 40,000 Negro students.

National "Y" Conference

Held in Washington, D. C., November 4, 5, 6, was the national conference of Negro Y.M.C.A.'s. This conference was in celebration of the 50th year of the establishment of the Y. M. C. A. among Negroes. Many prominent persons served as speakers and leaders of discussion groups during the three-day session.

Interracial Conference

To be held in the International House on the campus of the University of Chicago campus on November 29 and 30, is the National Interracial Conference of Churchmen under the auspices and direction of the Joint Commission on Negro Work of the Protestant Episcopal Church. The Conference objective will be to prepare and proffer a set of definite recommendations to the Joint Commission on Negro Work for presentation to the next General Convention to be held in Kansas City, Mo., October, 1940. Lieutenant Lawrence A. Oxley will be the Director of the Conference.

Adult Education Conference

On October 20-22, there was held at Hampton Institute, under the auspices of the American Association for Adult Education, the Associates in Negro Folk Education, and the Extension Department of Hampton Institute, the first Negro Adult Education Conference to be held in the United States. The general topic considered was "Adult Education and the Negro." While a number of speakers presented theses on the various phases of the general theme, the Conference concerned itself directly with the conditions, needs and trends in adult education for Negroes, and with some of the extension programs actually being employed to advance popular education among Negroes. Dr. Alain Locke, Howard University, was general chairman of the Conference, and Director of Extension, William M. Cooper, of Hampton Institute, was director. The speakers included: Dr. Morse A. Cartwright, National Director of the American Association for Adult Education; Dr. Lyman Bryson, Columbia University; Dr. John W. Studebaker, U. S. Commissioner of Education; Dr. Eugene Kinckle Jones, National Urban League.

Annual Session

The 28th annual session of the 4th District Teachers' Association was held at Durham High School, Campbellsville, Ky., on October 21. The sessions were featured by discussions of topics presented by teachers and principals in the schools composing the district. Mr. A. R. Lasley of Hodgenville, Ky., is President of the Association.

School and Community Fair

The Samuel Taylor Coleridge High School and the Adair County Schools presented a school and community fair at Columbia, Ky., on October 15. The fair projects

included: homes representing different nations and their activities; individual exhibits by pupils expressing their original ideas; a community exhibit made from native or some inexpensive materials; farm products; canned goods; sewing, cooking, manual arts, educational contests and athletic events. Prof. R. L. Dowery is the principal of the high school.

Lakeview Project

Dedicated on November 8, was the Lakeview, Arkansas, all-Negro homestead project. Located on the rich river lands along the Arkansas and Mississippi rivers, the 5,500 acre project has been developed to provide homes for approximately 100 families. Each farm unit averages 56 acres, and is provided with a farm cottage of modern design, necessary barns, outhouses and sanitary facilities and drilled wells. This project was initiated by the old Resettlement Administration and later developed by the Farm Security Administration.

Improved Teaching Methods

As a direct result of the working conferences held during the summer for Negro teachers employed on education projects of the Works Progress Administration, some 181,000 students will receive benefits of improved teaching methods in 13,000 WPA classes and over 100 WPA nursery school units throughout the country during the fall and winter months. This was announced recently by James A. Atkins, WPA specialist in education among Negroes. About half of the 4,000 Negro teachers employed in 36 states on education projects of the WPA attended 15 working conferences during the summer.

Housing Appointments

Recent appointments of a number of Negroes to positions in technical and professional divisions of the United States Housing Authority and to membership on local housing authorities, were cited recently by Special Assistant Robert C. Weaver as further indication of a fuller participation of Negroes in the Government's $800,000,000 slum clearance and low-rent housing program. Negroes are now employed on both the Washington and field staffs of the USHA. This employment includes policy-making, professional, technical and administrative positions, as well as clerical and skilled jobs. A number of state and city administrations, including one city in the deep South, have named a total of 16 Negroes to membership on local housing authorities.

Ninth Annual Broadcast

Broadcast on November 10, was the ninth annual radio program on the education of Negroes, sponsored by the Office of Education, United States Department of the Interior. Dr. Ambrose Caliver, Office of Education Senior Specialist in the Education of Negroes arranged the program and acted as its master of ceremonies. The program included an address by Carrington L. Davis, Principal of Baltimore's Dunbar High School, and President of the American Teachers Association; and music by the chorus of Baltimore's Douglass High School.

COLLEGE ACTIVITIES

(Schools and colleges are invited to send releases for inclusion in this section in order that the magazine might help in disseminating news of their activities and events to a large group of interested readers.—Editors.)

■ Three new additions have been made to the faculty of **Tougaloo College,** which began its seventieth session in September. They are: Miss Mildred A. Thomas, in the English department; Mr. Clifton U. Scott, in the Shop and Manual Training department, and Dr. Boris Pavlov, special part-time lecturer in the departments of social sciences and history. The college has an increased enrollment of about 20 per cent over that of last year.

■ Outstanding speakers at **Bennett College** during October included Dr. Mary McLeod Bethune, who addressed the Sunday Vesper Service; Miss Grace Hadow, principal of the Society of Oxford Home-Students; and Dr. Charlotte Hawkins Brown, who was the principal speaker on the occasion of the annual Founders' Day celebration.

■ The final registration figures in the **Atlanta University System,** embracing Atlanta University, Morehouse College, Spelman College, the Atlanta University School of Social Work, the Atlanta University Laboratory School, and the Nursery-Kindergarten, indicate a total enrollment of 1,394. This figure is unparalleled in the ten-year period of its reorganization.

■ In addition to several faculty and staff changes, **Cheyney State Teachers College** has enrolled the largest Freshman class in its history. The College's $500,000 building program is rapidly nearing completion.

■ A Student Honor Society has been organized at **Tuskegee Institute.** Juniors and Seniors are eligible for membership on the basis of scholarship of high order. An Honor Roll will be published during the Spring Quarter. Scholarship at Tuskegee has improved 19% during the past two years. The Tuskegee Institute Honor Society plans to affiliate with the Federation of Honorary Scholastic Societies at their Thanksgiving Meeting.

■ More than eighty per cent of the 78 **Shaw University** graduates in 1938 have been appointed to positions or entered graduate schools according to an announcement of the University's Appointments Bureau, under the direction of Dr. Nelson H. Harris. This percentage compares favorably with that of recent years during which about an 85 per cent average of appointments of Shaw graduates has been maintained in spite of economic recessions.

■ At the recent meeting of the Board of Trustees of **Howard University** the following appointments were made to the administration: William H. Hastie, at present a Federal Judge in the Virgin Islands, as Dean of the Law School; Charles H. Thompson, as Dean of the undergraduate School of Liberal Arts; Charles H. Wesley, Dean of the graduate school; and Richard H. Hill, as Secretary of the University.

DIGESTS AND REVIEWS

IN THE MAGAZINES

The Grade Teacher

Some of the interesting features in the November issue are: *A Pilgrim Project,* by Florence M. Wolff, for the primary grades; *A Pioneer Project,* by Ellen V. Johnson and Ruth Flaagan, for the primary and intermediate grades; *A Library Unit,* by Beulah L. McManus, for the intermediate and grammer grades; and *The Textile Family,* by Reita E. McKenna and Margaret D. McMillan, material for a unit on clothing for the intermediate grades.

The Elementary School Journal

The Social Philosophy of Teachers, by Floyd W. Reeves, appears in the October issue. The writer states that: "The teacher should be a person who is socially intelligent, who is dissatisfied with the present situation, who is possessed with an urge to improve present conditions, and who is an active and effective participant in society." *Selected References on Elementary-School Instruction,* is the second of a series of three annotated lists relating to instruction at the elementary-school level and considers the subject fields of Reading, English, Spelling, Handwriting, the Social Sciences, and Geography.

The School Review

In the October issue, Arnold M. Christensen presents "the findings obtained by administering the Bernreuter Personality Inventory to three groups of high-school graduates in western Minnesota," in the article *Traits of College-Going, Employed, and Unemployed High-School Graduates.* Arthur E. Traxler gives some helpful suggestions in his article, *Case-Study Procedures in Guidance.* Another interesting contribution is the annotated list of *Selected References on the Organization of Secondary Education,* by Grayson N. Kefauver and Aubrey E. Haan.

The Morgan College Bulletin

The October issue is devoted to two main articles: *Morgan College from 1902 to 1937,* by John O. Spencer, and *Senior Class Day Practices in the Small College,* by George C. Grant.

The Child

City Wage Earners and Their Children, by Isador Lubin, in the August number, presents an analysis of data from a study of consumer purchases made by the Bureau of Labor Statistics early in 1936 in 32 representative cities. Included are figures relative to Negro wage earners.

The Educational Record

In the issue for October is the article *Young Men Wanted,* by H. M. Lafferty, who states that "edu-

cation today needs, and needs badly, 25,000 well trained men to enter its ranks . . . it needs many young men, men with training, men with vision and foresight, men to secure for the teacher the impregnable position of respect he rightfully deserves in society. Until, however, teacher training centers shake themselves from the lethargic, placating state into which they have fallen, existing conditions within the teaching ranks will hardly be ameliorated. Until teacher training institutions set out with 'malice aforethought' to instill in the mind and soul of each and every teacher in training an undying respect for and an unquenchable belief in teaching as a professional calling, the male representation in our teaching ranks will continue to be of such caliber that emulation on the part of these men whom education is most anxious to have in its ranks will be thoroughly discouraged."

Child Study

"Healthy Attitudes Toward Health" is the theme of the October issue. The contributions include *Health Management in the Home,* by Mary Shattuck Fisher, and *The Psychological Factors in the Physical Health of Children,* by Margaret E. Fries. *Books for Parents and Teachers—1937-38* is an annotated list of books selected by the Bibliography Committee of the Child Study Association.

The Journal of Negro Education

Training Negroes for Occupational Opportunities, by Robert C. Weaver, in the October issue, includes suggested programs of training and techniques for placement of Negro skilled workers, physicians and dentists, lawyers, technical men, clerical workers, and domestic servants. The writer states that: "The urbanization of Negroes involves new occupational patterns. It calls for new skills and new expression of old ones. It implies entrance at the bottom of the industrial ladder and the perfection of methods which will facilitate advancement. These circumstances demand an expanded approach to the problem of preparation for gainful employment. Such an approach requires a thorough understanding of occupations and a comprehension of the industrial and labor problem." In the same issue, E. Horace Fitchett writes about *The Occupational Preferences and Opportunities of Negro College Students.* This article is the result of an analysis of the vocational preferences of 325 Negro college students, selected from two colleges in South Carolina—State A & M College, and Claflin College. His conclusions are that "The Negro college student restricts himself to too few vocations . . . selects the less economically profitable vocations. . . . The character of the program of the college does not perceptibly check the tendency of students to lump up in one or two occupations. . . . Occupational preferences seem to be very largely based upon or determined by the occupational patterns of the community. . . . The fields of work in which the parents are engaged seem to have a minor influence upon the occupational prefer-

ences of their children. . . . That a vocational guidance program is needed in our schools can not be denied."

The Crisis

In the October issue Augusta V. Jackson tells about the successes of newly organized unions of Negro tobacco workers in the article *A New Deal for Tobacco Workers;* Elaine Ellis presents some pertinent information about the plight of the women who labor in the cotton fields in the article *Women of the Cotton Fields;* William Pickens writes about *What I Saw in Spain.*

Recreation

October's issue presents an article by C. H. English, *Almost "As Good As New",* in which he gives the steps in the organization of Philadelphia's Christmas Toy Shower which is entering its tenth year. The project involves collecting and repairing toys which are distributed to the social and recreational agencies of the city. *Music and the Theater for American Children* tells of the history and work of a non-commercial service organization named Junior Programs, Inc. It was set up to serve as a clearing house for educationally valuable entertainments for youth. It is suggested that additional information may be secured from the headquarters at 221 W. 57th St., New York City.

Journal of Home Economics

The October issue is devoted mainly to papers presented at the 31st annual meeting of the American Home Economics Association held in Pittsburgh, Pennsylvania, June 28 to July 1, 1938. The published papers include: *Home Economics and Adult Education,* by Kathryn VanAken Burns; *Facing a New Era in Home Economics,* by Frances Zuill; *The Part of Home Economics in the School Health Program,* by Dorothy B. Nyswander; and *The Economic Problem of Nutrition,* by Edwin G. Nourse.

Hygeia

Leader or Follower—which will your child be?, by Hyman Goldstein, in the October issue, gives clues to help in discovering whether children are dominant or submissive in their relationships with others. Included is a list of questions for use in measuring these tendencies. In the same issue Paul Popenoe gives a rather complete discussion on the important topic of *left-handedness;* and interesting pictures and statistics are included in a section titled *Men of Medicine.*

Silhouette Pictorial

Another addition to the growing field of magazines presenting the pictorial phases of Negro life is this magazine which is published in Los Angeles, California. In the October issue are sections devoted to the Pacific Coast Tennis Tournament; the Citizens Military Training Camp at Fort McArthur; the Chicago Horse Show; and the Assistance League of the Outdoor Life and Health Association.

Childhood Education

The October issue has as its theme *Knowing Our Children.* In the article *Family Influences on Children's Personality Development,* Jean Walker Macfarlane presents

"a plea for tolerance and appreciation of individual variations in both children and parents," and states that teachers "must learn to accept the fact that children and parents show great variability in attractive and unattractive characteristics, all the factors for which in any given child or parent she cannot possibly know." *What's Wrong with Reading?,* by Eleanor Johnson, is a discussion and description of a developmental reading program, in which the writer concludes that in addition to such a program "any school system should be carrying out a recreational reading program through school and class libraries for *all* pupils and a remedial reading program for the *few* who need it."

The Social Studies

Methods of Teaching Current Events, by Herman H. Lawrence, appears in the October issue. In this article the writer presents numerous methods used by secondary school teachers to teach current events. He concludes that "the study of current events gives a challenge to both the pupil and the teacher to strive toward a new endeavor. Various methods have been developed by alert teachers. There are innumerable modifications of the various procedures used. The best teachers do not confine themselves to any one plan or procedure, but use various devices which will fit the subject matter and the class. There is no one best method." In this issue is the first of a series of illustrated sections devoted to aspects of American history, which is titled *The Age of Discovery.*

The Journal of the National Education Association

In the issue for October is the second of a series of articles by Herbert R. Stolz, *Understanding the Child's Needs.* In it Dr. Stolz lists the following needs: "Each child needs to belong to a group . . . to have one or more strong friends . . . to understand the world in which he lives . . . to learn how to symbolize and organize his experiences thru language." *Making Lantern Slides to Illustrate Class Reports* is the second of a series of pages on "Pedagogy thru Pictures." Belle M. Nixon presents a selection of stories, poems, novels, and dramas according to literary types in the article *Contemporary Literature for Tenth Grade.* Also of interest is *The Teacher's Pronunciation,* by Albert Kilburn Ridout, who includes a test list of words and their correct pronunciation; and *The Teacher's Challenge,* by J. T. Anderson.

The Instructor

Exploration and Discovery, by Marion Paine Stevens, is the illustrated unit of work appearing in the October issue and designed for use on all grade levels.

Service

In the October issue appear *Team Work,* a reprint of Dr. Booker T. Washington's last Sunday evening talk to the teachers and students at Tuskegee Institute; *Privacy for Large Families,* the story of a project by the Home Economics Department of Tuskegee to make a

house of two rooms fit a family of seven; and a list of 41 *Waiters' Faults that Cause Patrons to Complain.*

The English Journal

Reading Preferences of High-School Boys, by John W. M. Rothney and Robert L. McCaul, in the issue for October, presents the results of a study of the reading preferences and interests of 306 eleventh-grade, college-preparatory boys. It was found that 50 per cent or more of the pupils preferred magazines and newspapers to books. "In order of preference the sections of the newspaper were local and school news, the sports page, comics and jokes, gossip columns, editorials, politics, book reviews, and news summaries. Magazines in order of preference were comic, scientific, news, boys', popular fiction, movie and radio, and detective. The books dealt with sports, the sea, mystery, adventure, and, we might say, vocational subjects, i.e., 'What engineers and surgeons do.'" In the same issue is the presentation by Ruth Bynum of a *Bibliography of Occupational Fiction for Junior High School Readers.*

Practical Home Economics

Euphemia Torry tells of the work of *A Practical Home Training School at Nvoumi, Central Africa,* in the October issue. This illustrated article gives additional insight into the customs and educational activities of African girls. *Some Foods Discovered With America,* by Harriett Morgan Fyler, is very informative. Readers will be interested in the menu of a dinner composed entirely of foods discovered with America. Estelle H. Ries' article, *Umbrellas and Handkerchiefs,* traces the history and uses of these important accoutrements. In the section devoted to The School Lunch is the article *Managing the Small School Cafeteria,* by Mary Margaret Lynch, and *Facts You Should Know About Equipment.*

Education

In the October issue, Eleanor H. Oak and Vishnu V. Oak interestingly tell of *The Development of Separate Education in New Jersey.* H. M. Lafferty contributes *A Personal Question to Teachers*—"How much do *you* really know about the pupils you are now teaching?" Robert Partin presents *Some Difficulties in the Way of Effective Teacher Organization;* and Enid S. Smith gives a series of questions which he has devised for *Evaluating the Club Program.*

Contemporary Jewish Record

The first issue of this magazine, September, includes *Racism in Italy,* a report on the race question prepared by a group of anonymous Italian professors; and *The Nazi Registration Law Concerning Property of Jews,* a reprint of the Decree of April 26, 1938.

School Life

The October number is the first of four issues of this magazine in which the Office of Education is presenting a pictorial report on education. This issue, beginning a volume which will extend to July instead of September to June as previously, devotes itself to *Public*

Education in the United States, and includes information and pictures covering all of its phases. In the same issue are two interesting articles; *Science in School and Human Life,* by Watson Davis, and *CCC Enrollees Go To College,* by Howard W. Oxley.

Journal of Exceptional Children

The Nature and Implications of Truancy from the Standpoint of the Schools, is an interesting and informative article by J. E. Wallace Wallin, in the October issue, who concludes with: "If you give abnormal children the kind of school work that they can do and that they like to do, and place them in a school environment that they enjoy, you will supply the most efficient and humane system of correctives for juvenile truancy and delinquency." *May I Help You?,* by Bernardine G. Schmidt, is "the outline of a unit in every-day buying, selling and related activities for use in an ungraded room."

Opportunity

In the issue for October Constance H. Marteena gives a short sketch of Bennett College in the article, *A College for Girls;* Joseph S. Himes, Jr., writes about *Crime in Negro Columbus* [Ohio]; and the editors present extracts from a talk by Mother G. C. Dammann in the article *Principles versus Prejudices.*

Peabody Journal of Education

The September issue includes the discussions presented at the Peabody Institute of Professional Relations in July. Among these are: *Ways to Improve The Professional Status of Teachers,* by Charles W. Knudsen; *Standards Which Determine A Profession,* by Maycie Southall; and discussions of the professions of Law, Medicine, Librarianship, Ministry, and Education. Very valuable is Hanor A. Webb's *The High School Science Library for 1937-38.* This annotated list of titles is classified "into large areas of human interest" and arranged into price groups to suit the amount of the science budget. Also included are names and addresses of the publishers. *The Peabody Bimonthly Booklist,* a classified, annotated, "selection of professional and cultural books for a teacher's library" is also valuable.

Student Life

Student-Prepared Equipment for the Biology Room, by R. F. Myers, in the October issue, has many helpful suggestions for preparing animal-life specimens for classroom use.

The School Executive

An important subject is discussed by Earle Connette in the article, *Every Supervisor a Gentleman,* in the October issue, who gives some principles that should regulate the actions of supervisors and critic teachers when they are entering and leaving classrooms, breaking into recitations, publicly criticizing teachers, spying or "snoopervision," and their classroom conduct. *The School Psychologist,* by K. E. Oberholtzer is number 5 of a series of articles outlining qualifications for school positions. *The Job Instead of A Job,* by Lina M. Shippy, is "An outline for a minimum pro-

gram of vocational guidance which is within the reach of every high school." *Precast Cement Blocks for Building Schools,* tells of the use the WPA has made of interlocking cement blocks in erecting schools for Negroes in the rural section of Halifax County, N. C.

The National Elementary Principal

In the October issue is a report of the meetings of the Department of Elementary School Principles, held in connection with the convention of the National Education Association at New York City last June. The articles include: *Teaching in the Elementary School: A Real Job,* by Maude A. Rhodes; *Teacher Participation Thru the Parent-Teacher Association,* by Mrs. J. K. Pettengill; and *Some Important Factors in Personality Development,* by Fritz Redl.

The Journal of Health and Physical Education

Suspect, Detect, and Refer, A Slogan in Health Diagnosis for Physical Educators, by Max Seham, in the October issue, presents a technic for finding "signs and symptoms which indicate a sub-efficiency state of the organism as a whole." Harriett Stone discusses *The Functions of the Nutritionist;* while Grover W. Mueller tells of *The Problems of Physical Education in Secondary Schools.* Another interesting article is that by Frank J. Wiechec, *Adhesive Plaster:* Its Uses in Treatment of Athletic Injuries, which has illustrations of various methods of applying this treatment.

Flash

In the October 15, issue, Walter R. Chivers, in the article *Negroes Need Leaders of Their Own Choosing,* concludes that "the Negro must be aggressively integrated into American life if he is to survive. This process of integration needs the best thought, the greatest fortitude, and the most dynamic action that can be found in the race. These leaders must be Negroes because only people of the same ethnic group can divine the sufferings, yearnings, deficiencies, and abilities of their people to the point of minutia. Further, when dealing with the ruling classes, the minority groups, almost automatically, find refuge in certain traditional defense mechanisms. The Negro leader is part and parcel of such mechanisms and should have the keenest of intelligence to utilize them to the advantage of his less fortunate kinspeople."

Consumers' Guide

The September issue, celebrating the fifth anniversary, is devoted to a picture interpretation of *Consumer Incomes in the United States* as based on a report of the National Resources Committee. Data relative to incomes of Negro consumers are included in the interpretation.

The Southern Workman

In the September issue are the articles: *A United Christian Front For Humanity,* by Isaac Fisher; *Vocational Guidance for Negroes,* by Robert J. Blanton, and *What is Expected of American Youth?* by William Anthony Aery. In the October issue, William Anthony

Aery presents a sketch of *Frank Knight Rogers: Christian Gentleman,* and Mary Lou Bolling tells of *Hampton Institute's First Twenty-Five Years.*

The Journal of Business Education

Included in the issue for October are: *Helps in Teaching Business Letter Writing,* by Carl Naether; *Tools of Shorthand,* by James R. Power; and *Quality Guides for Buying Typewriting Paper,* by Estelle L. Popham.

BOOK REVIEWS

■ *Horace Mann at Antioch,* by Joy Elmer Morgan (Washington, Horace Mann Centennial Fund, National Education Association, 1938. 608 pp. $2.)

This illustrated book is a vivid life saga of one of America's greatest college presidents. It is a book for college teachers and students, for everyone who would catch the vision of a well-rounded life as set forth by Horace Mann and his followers at this pioneer American College.

The book includes "A Budget for Your Life," "The Antioch of Today and Tomorrow," and all of Horace Mann's eloquent writings at Antioch, including two addresses which have never before appeared in print. Published on the eve of the year 1939—which marks the 100th anniversary of the first public normal school in America—this volume will be invaluable to teachers colleges and other schools in the observance of this event.

■ *Fit to Teach,* a Study of Health Problems of Teachers (Washington, Department of Classroom Teachers, National Education Association, 1938. 276 pp. $1.)

This publication, the ninth yearbook of the Department of Classroom Teachers, presents the results of a valuable study of the health problems of teachers. It is based on the data from 5,752 health inquiries returned by teachers, school physicians, presidents of teachers associations, city school superintendents, and elementary and secondary school principals.

"The volume deals with the broad problem of teacher health from various angles, inquiring into the causes of poor health among teachers and offspring, where possible, specific suggestions on how to safeguard and improve it. The present status of teachers' health, the nature and frequency of attack of common health disorders, the personal health practices of teachers, mental and spiritual health, the influence of environmental factors, essential health services, and the health promotional activities of school officials, teachers colleges, and professional organizations are among the topics considered. In this presentation four objectives are paramount: (1) to stimulate and awaken wholesome interest in the health problems of classroom teachers, (2) to clarify and define the many specific health problems that at present are often ignored or only vaguely appreciated, (3) to present the best information available with respect to desirable health practices and health promotional activities, and (4) to engender, on the part of all individuals and groups concerned, the willing assumption of whatever responsibilities rightly belong to them."

■ *Student Assignment Book with Study Aids,* by Ernest Choate. (Philadelphia, Pa., The Circle Book Co. 1938. 96 pp. $.20.)

This book is arranged for entering school assignments by periods and

date due, for forty weeks. It has sixteen pages of study aids and a roster. A definite plan is provided for aiding the pupil in the organization of his work. It will be found particularly beneficial to those students in high school who will go on to college, since it helps them get into the habit of planning their work, thus engendering excellent study habits. In addition to the forty week calendar on which the student outlines the disposal of his routine duties, there are useful suggestions on "how to study." For example, there is an analysis of the understanding and solution of problems. The advice proffered is applicable not only to mathematical exercises but holds in general for all problems with which the student is confronted. The practical value of the book is maintained in explanations of the composition of book reports, preparation for tests, etc. For the school administrator this book offers real advantages. It permits him at a glance to tell whether teaching assignments are too heavy, to tell, also, whether the type of assignment being made is a good assignment. Finally the assignment book fosters closer bonds in the parent-pupil-principal relationship.

Recent Publications of Interest

■ *The National Youth Administration,* by Palmer O. Johnson and Oswald L. Harvey. (Washington, U. S. Government Printing Office, 1938. 121 pages. 15c.)

This is staff study number 13, prepared for The Advisory Committee on Education by members of its research staff. It is limited to a description of the organization and programs—with some evaluation of its accomplishments — of the National Youth Administration.

■ *Guiding Negro Youth Toward Jobs,* by Ann Tanneyhill. (New York, National Urban League, 1938. 32 pages. 15c.)

This booklet is number 6 of *The Color Line Series* published by the Department of Industrial Relations of the National Urban League. It is designed to serve as a guide and outline for guidance activities by bringing together a number of program suggestions which can be used by schools and community groups. Two previous publications in this series are *Occupational Opportunities for Negroes,* and *They Crashed the Color Line!*

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE

TALLAHASSEE, FLORIDA

●

COURSES

Arts and Sciences Home Economics
Technical Music Agriculture

●

WE INVITE INSPECTION

J. R. E. LEE, *President*

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ARTICLES TO APPEAR IN EARLY ISSUES

Why Business Education for the Negro Student?..*Florence S. Jackson*

Improving Instruction Through Student Suggestion....*Alfred Farrell*

Should There Be a Department of Speech in the Negro College? .....*Marcus Hanna Boulware*

Adult Education in Virginia.....*Samuel A. Madden*

Dramatics as an Extra-Curriculum Activity of the English Department.....*Joseph B. Christmas*

Letters from a New Teacher to Her Girl Friend.....*Aurelia Toyer*

Root Principles in the Teaching Process.....*A. H. Maloney*

I Talk As I Please.....*Willye M. King*

The Conference Period from the Mental Point of View..*A. P. Moore*

Suggestive Foundation Principles for All Educational Systems.....*W. H. Craig*

Home Beautification in Rural North Carolina.....*Clara D. Mann*

PRACTICAL **INFORMATIVE** **DIGNIFIED**

The National Educational Outlook Among Negroes

A NEW MONTHLY MAGAZINE DESIGNED TO STIMULATE AND PROMOTE THE ADVANCEMENT OF EDUCATION AMONG NEGROES THROUGH

1. Dissemination of General Educational Information.
2. Presentation of Educational Facts.
3. Promotion of a Professional Spirit.
4. Diffusion of the Best Practices in Schools.
5. Encouragement of Race Pride and Independence.
6. Stimulation of Initiative and Creative Imagination.
7. Recognition of Educational Achievements.
8. Application of Education to Health, Home, Vocations, Citizenship, Leisure and Character.

COMPARE THESE 8 STATED FEATURES WITH THE ACTUAL CLASSIFICATION OF 100 MAJOR ARTICLES WHICH WERE PUBLISHED IN THE FIRST 10 ISSUES

A classification by educational levels and subject matter of 100 major articles appearing in Volume I, 1937-38, of **The National Educational Outlook Among Negroes.**

SUBJECT MATTER

EDUCATIONAL LEVELS	General	Methods	Libraries	Adm. & Supervision	Student Aid	Guidance	Biography	Art	Music	Mental Hygiene	Ex. Curricular Activities	Educational Research	Health Education	Vocational Edu.	Total
General	13	1	....	4	2	3	....	....	....	2	2	....	2	3	32
Elementary	3	2	....	....	....	....	....	....	....	....	....	1	....	....	6
Secondary	1	3	1	....	....	2	1	....	1	....	1	1	1	1	13
High School	4	2	....	2	....	2	....	2	2	2	1	1	....	1	19
College	2	3	....	2	....	....	....	....	....	1	....	....	2	3	13
Rural	1	1	1	....	....	1	2	....	....	....	....	....	....	....	6
Adult	6	....	....	1	....	....	4	....	....	....	....	....	....	....	11
Total	30	12	2	9	2	8	7	2	3	5	4	3	5	8	100

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FACING DIFFICULTIES

Should a student work hard at a course he doesn't like? Should he keep his nose on the grindstone, going through with tasks which are unpleasant? Should he use up his energy forcing himself to spend long hours studying a subject which he does not like? These are practical questions—questions which every student meets at times.

One may say with apparent reasonableness that a person should not spend all his time at things which are disagreeable. Life is too short for that. We ought to be happy, especially during our younger years, so why clutter up our hours and our days at tasks which are unpleasant when more enjoyable experiences beckon to us?

There is something to be said for this line of reasoning. Unquestionably one should not spend all his life doing things which are unpleasant and disagreeable. It is a fact that life is too short for that. When, however, a student finds that he does not like a particular subject, he should not jump too quickly to the conclusion that he cannot make himself like it. He should remember that all of us are inclined to dislike anything with which we are unfamiliar. In the initial stage, any subject is likely to be somewhat unpleasant. We enjoy working along lines that are familiar to us.

The moral of this is that we should force ourselves to become familiar with each subject which we find ourselves called upon to take. At the start, a student should throw himself into his work with a full determination to master it. The chances are that whatever the subject may be, he will find that mastery is enjoyable. If he knows a great deal about a subject, he will like it. That is an almost universal human experience. Let the student, then, knowing that this is what ordinarily happens, plunge wholeheartedly into the task of getting to the bottom of lessons that are unpleasant, of positively mastering the subjects not very well liked. The chances are ten to one, and even more than that, that if he does that for a few weeks, the hated courses will turn out to be among the most agreeable of the entire curriculum.

The student who does this will increase his own interests. He will have proved that he can travel the road which is set before him, whether it be uphill or downhill, and that he can overcome the obstacles which are in the way. He will prove that he has stamina, that he has within himself something which enables him to stick to a thing until it is finished fully and successfully.

One can, of course, carry a thing like this too far. As we stated a while ago, it would be a mistake to go through life doing unpleasant things. If the student, having given a subject a fair chance, still dislikes it, he should get out of that particular course at the first opportunity. But if he shies away from everything which is burdensome or which at first glance does not attract him, he will become soft. He will find himself increasingly unable to plow through the difficult tasks which have to be performed in every vocation.

The American Observer, October 17, 1938.

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

Periodical
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15 CENTS

DECEMBER, 1938

GREETINGS

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AMONG NEGROES

Published Monthly, Except July and August, By
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VOL. 2 DECEMBER, 1938 No. 4

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EDITORIAL COMMENT

A CHRISTMAS MESSAGE TO THE TEACHERS OF NEGRO YOUTH

A Guest Editorial

CHARLES H. WESLEY

As the Christmas of 1938 draws near with its age-old message of "Peace on earth, good will to men," it is the time of the year when wise men would turn their eyes toward the light. Since Democracy bears a close relation in origin and development to the ideals of brotherhood, it is incumbent upon us as teachers in a democracy to give consideration to the fundamental values which are being thrown to the winds as world chaos continues. As we celebrate the birthday of One whose purpose was peace and love, who declared that "all ye are brethren," we must be aware how futile this purpose has been for nineteen centuries. For this entire period we have served His cause mainly through lip service.

On Christmas Eve, we have assembled trees, tinsel, shining balls and candles and have brought Christmas joy into schoolrooms and to our firesides. We have exchanged cards and gifts with our friends and our children. We have taught and sung the carols, "Silent Night! Holy Night!" "O Little Town of Bethlehem," "Joy to the World" and "It Came Upon the Midnight Clear." We have helped to make our friends and our children happy for a moment at Christmas as we have honored this natal day. There were also children in the hospitals, the orphanages and the charitable institutions who needed Christmas cheer. Then, too, there were those whose parents paid no heed to the approach of Christmas. Have we remembered or forgotten these children? In our programs of celebration, how Christmas has changed! Santa Claus and the reindeer, Donald Duck and Mickey Mouse often take the place, in our Christmas thinking, of a true Christmas spirit. The search for toys for children and gifts for friends control our activities at Christmas often to the exclusion of the more lasting values. The decorated streets and ornate stores attract and hold our exclusive attention. The commercialism of Christmas dominates our life for several weeks and the Christmas advertisements in our newspapers crowd the news into the less conspicuous columns. But have we forgotten the cause and the purpose which He represents—Brotherhood, Peace and Goodwill—and particularly in an age when they are so greatly needed?

Nationalities all over the earth at this season are in need of peace and goodwill. Minorities in Fascist, Communist and Democratic states have a widely shared experience in hate and ill-will. The pain and suffering of Ethiopia, China, Spain and the Jews in Germany and Italy reveal again to us man's inhumanity. The intolerance and discrimination practiced against groups of people in various parts of the world deny the equality of opportunity and the brotherhood which are such fundamental factors in democratic government. The progress of these factors depends upon our capacity to encourage the substitution of a real application of the teachings of Him whose coming we celebrate on Christmas Day.

The Christmas ideal has been talked about but it has not been applied to

our problems. Minorities in communities where Christmas is celebrated have been refused opportunity to labor and have been forced upon relief and charitable agencies in far greater proportion than their relation to the total population. The education of these minorities, in spite of the advances of recent years, remains relatively behind the progress of the education of the majorities. The salaries of teachers of the same rank and training continue to be unequal in many communities. Adequate provision for graduate and professional education receives only reluctant encouragement. We are still dependent upon inadequate buildings, inferior classroom equipment and shorter terms. But, in spite of these handicaps, we have faced bravely the future and we have marched steadily forward, ever grateful to our allies and our friends. There has been an awakening in states and cities and a growing disposition on the part of the South to advance the interests of Negro education. While we sympathize with minorities who face intolerance, oppression and cruelty in other lands, we would not be unmindful of the operation and exercise of similar forces within our own land.

We call upon the teachers of Negro youth, the molders of their future, not to remain inattentive and inactive in such a world. Let us at this Christmas rededicate ourselves to brotherhood, peace and good-will. Let us free ourselves of malice and ill-will, despite the bitterness and resentment which would creep into our souls. Let us identify ourselves with the Spirit of Christmas, for the surest way to make a worth-while life is to associate it with a worthy cause. Such a resolution is the test of education. In this spirit, let us rekindle the fires of imagination in our students, increase their resourcefulness and broaden their equipment so they may face the future undaunted and unafraid.

Shall teachers devote their sole attention to their textbooks with their biases and omissions, when there are ways of fostering adventures in good will? Specifically, the following ways are open to us:

(1) The gathering of facts about peoples, and especially the minorities, and their truthful interpretation;
(2) Cooperation with the endeavors for the promotion of the welfare of all peoples;
(3) The development of methods to inform our students and school constituency about the issues involving racial minorities;
(4) Assistance in the development of a public conscience unyielding to the propaganda and demagogery of racial superiority;
(5) The uniting of our voices in the demand for equal opportunity in life for all—men, women, boys and girls—irrespective of race, creed or color;
(6) The creation of a pride in ourselves based upon a knowledge of the Negro's contribution to American life.

If Christmas means anything at all in relation to the aims of education, it must lead to the consideration of the human relations in our world. Before such a crisis in these relations as we face today, the call comes to educators to take their stand upon those abiding values and ideals which have stood the test of the centuries and have sustained mankind in all crises. As our Christmas celebrations approach, may we recapture our sense of those values which have always been the concern of the great teachers of humanity!

In this spirit, we return to the time-honored wish that the Christmas season may bring to the teachers and their loved ones joy, happiness, brotherhood, peace and good-will which are best expressed in the familiar greeting:

MERRY CHRISTMAS

Improving Instruction Through Student Suggestions

Alfred Farrell

What suggestions would you make for the betterment of instruction in this course? Tell what things you liked or did not like and give reasons for your likes or dislikes. Be frank and to the point. (Some of the things that you might discuss are the textbooks, the unit method of instruction, themes, book reports, remedial work, presentation of material, etc.) Thus read question five on the final examination for the Freshman English course.

Because I like to teach and because I am always eager to improve my work, I made that question a part of my final examination. Five extra points were given for answering it; five points were deducted for not answering it. Personal references to the instructor were discredited as having no bearing upon the information desired. In spite of the fact that they had been requested not to make personal references, the majority of the students did so, apparently hoping for more than the allotted five points. The references were most flattering, to say the least, but availed nothing.

The suggestions offered were for the most part very valuable in helping me to plan my course for another year. I had expected to compile a list of rather superficial suggestions, but was greatly surprised to find that most of them were well worth considering. They showed that the students had been keenly interested in the work of the course.

Much of the interest might be attributed to the introduction of a remedial program which aimed to find the weaknesses of the students for the purpose of remedying them. Thus remedial work in oral reading, aimed at improvement in pronunciation and enunciation; in silent reading, at comprehension. Remedial work in spelling, aimed at finding the difficulties in spelling correctly a number of commonly used words. Remedial work in writing was based on the contention that the major purpose of handwriting is not primarily to look well but to be read, and that efforts for the improvement of handwriting should be directed specifically toward the elimination of any formation which interferes with legibility. Remedial work in the fundamentals of English was concerned with correct usage and mechanics.

Emphasis upon those things was found to be most necessary if decent themes, book reports, and composition work in general were to be expected. The suggestions were unanimous for the continua-

tion of the remedial program with more emphasis upon certain phases of it, especially oral reading and spelling. The oral reading ability of the student had been tested by having the student read a paragraph of familiar material while I listened attentively but without a copy of the material. If he read distinctly so that I could follow every word and get the thought, he was graded AA (above average). If he pronounced several of the words incorrectly but nevertheless managed to convey the thought to me, he was graded A (average). If he stumbled through the paragraph, hesitating before pronouncing words so that the thought was lost, he was graded BA (below average). During the consultation period (one hour set aside each week) this student was given special attention in an effort to help him improve his reading ability.

Knowledge of the chief sources of difficulty in spelling had been obtained by keeping a record of every word misspelled from a list of five hundred words often misspelled by college freshmen. One hundred words at a time were submitted to the students. Difficulties of highest frequency were classified as follows: I. Words ending in cede, ceed, sede; II. Words ending in ance, ant, ence, ent; II. Words ending in able, ible; IV. Words containing ei, ie combination; V. Doubling of final consonants before suffixes; and VI. Dropping of e before suffixes. More attention was then devoted to these sources of difficulty than to words not so frequently misspelled.

It was the themes and book reports which first indicated the poor spelling ability of the majority of the students, and this poor spelling ability was one of the contributing factors to low grades on composition work. The low grades had a tendency to create a dislike for writing themes, yet only one student expressed an *unredeeming* dislike for themes in answer to the fifth question. Apparently the others saw the material benefits to be derived in being able to express themselves clearly in writing, or pretended to see them in order to impress me. Notwithstanding, only two thought that more than three themes and three book reports a semester should be required. Four objected to book reports because they "didn't like to read." Very few read more than the required number of books, and it was an effort on the part of some to read the required number. Each book had to be approved before it could be read, thus assuring the reading of the best in literature.

The work of the Freshman English course is divided into three six-week periods each semester and is carefully outlined into units. The main written work of the course consists of one theme and one book report each period. Occasionally a business letter, a letter of application, or a friendly letter is required for practice in letter-writing. Shorter themes—not over

three—serve more for exercises in sentence structure and paragraphing than for compositions to be graded. The work for the period is posted with the dates due, and it may be handed in anytime during the six-week period. Posting of the work saved constantly repeating the assignments and enabled the student to budget his time wisely in completing them. There could be no excuse for not knowing what the assignment was nor when it was due. The classes were unanimous in praise of this method, no doubt because of its advantages to them.

The textbooks used are *Better Sentences* by C. H. Ward and *Better Work Habits in Composition* by Rachel Salisbury. There were no objections to the use of the former book, but the latter book did not meet with unanimous approval. I think that was partly due to an almost inherent dislike for composition and partly to the fact that among other things the text contained the making of outlines and bibliographies, which few learned to make correctly in spite of all efforts toward that end. Some of the students failed to master outlining and the making of bibliographies because they did not have textbooks. Realizing this inconvenience, many of them suggested that everyone be made to purchase books, a suggestion which will certainly be put into effect.

Other suggestions advocated more class discussion on the part of the students. Some felt that the work was made too easy by my doing all the explaining, thus taking away the initiative of the student to "dig it out." Many felt too that more emphasis should be placed on oral work in order to develop the student's ability to express himself clearly and concisely. Suggestions were made for more practice in letter-writing, which was thought to have more practical value than writing themes or book reports.

Any teacher who is really interested in his work will be greatly benefited by soliciting suggestions for improvement from his students. After all they are the ones who experience distinct reactions to teaching methods and to whom the teacher must go if he wishes to know what those reactions are. Papers and recitations will soon tell you when a student isn't getting the work, but only the student can tell you why he isn't getting it. And the fault may be yours! No teaching is perfect, and if you really want to discover the imperfections, ask your students. Some are only too glad to tell you!

Men are never so likely to settle a question rightly as when they discuss it freely.—*Macaulay.*

Chimes and Carols

A Christmas Program

L. A. Duckett

Setting:

The stage is arranged as an altar. Before the altar are Mary and Joseph. Mary is kneeling by the babe's crib. Standing by her is Joseph, the father. A lamb is close by. Two angels wearing golden halos and blowing golden trumpets stand near the Christ Child's mother. On one side are kneeling the Wise Men with their gifts. The shepherds and shepherd boy are on the opposite side.

Before the curtain rises, a boy sings the solo part of "O Holy Night." The boys' glee club joins in the chorus.

Following the close of the chorus, the reader appears at the far end of the stage on the right and recites the first stanza of "Chimes and Carols." This is followed by the chimes of "Silent Night," played upon a xylophone. If a xylophone is not available, a victrola record of this carol with chimes can be substituted. The curtain is raised at the close of the chimes and the scene as depicted above is displayed.

At the proper time in the pantomime, the child attired as a clergyman enters, kneels in reverence before the Christ Child, then comes to the altar where he reads the Bible message. He goes out after reading the scripture passage.

Following the reader's recitation, a sextet comes upon the altar and sings "Under the Stars."

The angels wearing halos of gold and carrying golden harps enter and kneel in reverence as the school sings "It Came Upon the Midnight Clear." As the school changes from singing the latter carol to that of "Joy to the World," the angels play upon their harps of gold.

In the finale, the clergyman re-appears as all join in singing "Joy to the World."

All choruses are sung by the school.

Opening: O Holy Night

(Solo with Boys Glee Club)

Reader:

On the anniversary of that Christmas night of long ago,
Groups of happy people to a little church devoutly go;
Silently they enter in and sit before
The Christ Child, whom the whole world is about to adore;
While from the church's belfry ring the chimes
Of the "Silent Night" as 'tis told in rhyme.

(Chimes ring)

Then comes a moment of reverent pause
All gaze toward the altar and there before
Their eyes appears a sight truly rich and grand,
Similar to that which happened ages ago in Bethlehem's fair land;
There on bed of hay, guarded by His parents, Mary and Joseph mild
Lay softly sleeping, the world's most precious child.

Mary, the mother, chants a quiet lay
To her child lying on his bed of hay.
She softly sings of childhood's sleeping hours
Free from care, as the bees and the flowers;
She sings of the coming years of strife
And of mother love that enriches life.

(Sings: Berceuse, p. 27, Higher Book of Songs, Foresman)

On the left, shepherds with their sheep are there
They symbolize that the new born King of all will take good care
And watch over them, wherever they may be
In distant lands or out upon uncertain seas.
His bounty will feed them; His loving care will them enfold
With Him as their guide they'll be safe from all cold.

On the right are the three men so wise
Who symbolize the great wisdom of the Christ Child
Who over death victorious did arise
Thus bequeathing immortality to the soul of human lives.
Thus showing too that knowledge and love of Christ are best by far

And in man's struggle for happiness, His life should be their star.

This semblance of that Holy Night
Gives a picture of Bethlehem's wondrous sight
When everything lay so quiet and still
While stars the earth with their radiance filled
The choir in song brings to them
"The Little Town of Bethlehem."

(Chorus: "O Little Town of Bethlehem" Stanzas 1 thru 4)

To the altar comes the clergyman in black robe with surplice white
He kneels in homage before the gloriously marvelous sight;
Slowly he rises and opens the Holy Book
And for the Christmas story his eyes do eagerly look
With nimble fingers he turns quickly the pages
And reads there the message as upon it he gazes.

(Clergyman reads Matthew 2: 1-11)

In poetic song, the tale is aptly told
Of the events of that Holy Night of old;
Again tonight that song is heard
Again as reverberate their precious words
Our thoughts drift back to that time afar
As we hear the hymn sung "Under the Stars."

(Sextet: "Under the Stars")

Again lovely voices in unison swell
As they sweetly sing of "The First Noel"
Of shepherds abiding in the fields afar
Who were led to the manger by the wondrous star.
Of Wise Men, Kings of the Orient, three
Who also came and reverently bent their knee.

(Chorus: "The First Noel" Stanzas 1 through 5)

And as upon "That Midnight Clear it came"
Each year as tonight, people again sing the glad refrain
Of angels touching their harps of gold
Telling of peace and goodwill to young and old.
Again choir and angels resound
Singing the joy and peace to the world that in Christ are found.

(Chorus: "It Came Upon the Midnight Clear," and "Joy to the World")

Ankeney Photo

ADULT EDUCATION CONFERENCE MEMBERS AT MEETING HELD AT HAMPTON INSTITUTE, OCTOBER 20-22, 1938

*Outline Adult Education Agencies, Programs and Opportunities for Negroes in Virginia, 1938**

SAMUEL A. MADDEN

Prepared as a Guide to Virginia's Report to the Adult Education Conference under the auspices of The American Association for Adult Education, The Extension Department of Hampton Institute, The Associates in Negro Folk Education, Hampton Institute, Virginia, October 20, 21, and 22, 1938. Report made available through the Education and Recreation Division, Works Progress Administration of Virginia.

I. Agricultural Extension
   1. Smith-Hughes program.
   2. Smith-Lever program.
   3. Home Demonstration program—

      Extension of the Virginia

This mere inclusion or listing of agencies, programs, and opportunities affording organized and systematic efforts toward adult education for Negroes in Virginia is no attempt to give complete information regarding these efforts. Errors may have been made both in the inclusion and in the omission of material that has been brought to notice by this report.

State College for Negroes (Petersburg, Va.).

II. Arts
1. The Craig House, Richmond (WPA teacher).
2. WPA recreation centers.
3. Lynchburg Federal Arts Project.
4. Y.W.C.A., Richmond.
5. Y.W.C.A., Norfolk.
6. Community Center, Richmond (WPA teacher and city workers).

III. Business Education
1. Red Circle Cooperative, Richmond.
2. Petersburg Civic Business League.
3. Newport News Civic Business League.
4. Richmond Civic Business League.
5. State Better Business Organization.

IV. College Extension.
1. Hampton Institute. 2. St. Paul Normal and Industrial Institute. 3. Virginia State College. 4. Virginia Union University.

V. Correspondence and Home Study
1. Virginia State College home study courses.
2. Virginia State College West Law (health) courses, authorized through the State Department of Health.

VI. Courses in Adult Education
1. Virginia Union University, Richmond.

VII. Forums
1. Negro Forum Council—Richmond.
2. Newport News City Forum.
3. Lynchburg City Forum (Y.M.C.A.).
4. Roanoke City Forum.
5. Fredericksburg City Forum.
6. WPA community forums.
7. Rural community forums.

VIII. Libraries
1. Richmond City Library (branch for Negroes).
2. Charlotte County Library, having participation by Negroes.
3. Portsmouth City Library.
4. Y.W.C.A. and Y.M.C.A. library interests.
   a. for Richmond, b. for Roanoke, c. for Norfolk.
5. Lynchburg City Library (branch for Negroes).
6. Roanoke City Library (branch for Negroes).

IX. Museums in Adult Education
1. Hampton Institute Museum.

X. Music in Adult Education
1. Choral Groups
   a. Norfolk and Western Choral Group, Roanoke.
   b. The Jenny Nelson WPA Chorus, Hanover County.
   c. Sabbath Glee Club, Richmond.
   d. Newport News Choral Group — Hampton Institute Extension Service.
   e. Petersburg Tobacco Workers Choral Group — Virginia State College Extension Service.

2. Music Instruction
   a. Ware Studio, Staunton, b. Jackson Studio, Norfolk, c. Howell School of Music, Richmond.
3. Other
   a. Federal music projects—Richmond and Norfolk.

XI. National Youth Administration
1. Christiansburg Institute program.
2. NYA work training programs.

XII. Organization of Adult Education Agencies
1. Division of Adult Education of the Virginia State Teachers Association—Organization to be effected this year.
2. The Richmond Council of Adult Education (having Negro representation).
3. WPA Adult Advisory Councils.
4. WPA Recreational Advisory Councils.

XIII. Out of School Youth
1. Caroline County, 2. Portsmouth City.

XIV. Parent Education
1. Virginia State Department of Health Mothers' Clubs.
2. State Parent-Teachers Association.
3. The Virginia State College parent-teacher extension courses.
4. WPA Nursery school parent-teacher committees and programs.
5. WPA parent education classes.
6. Doctors' Institute — directed by the Medical Division of The University of Virginia.
7. Child Study Group, Hampton Institute.

XV. Political Education
1. Civic Welfare League, Hampton.
2. Petersburg Civic League.
3. Other communities offering systematic meetings to inform communities regarding civic participation.

XVI. The Education of Adult Prisoners
1. Arithmetic, English, algebra, geography, building construction — Virginia State Penitentiary.

XVII. The Education of Persons Confined to Institutions
1. Handicraft Instruction, Central State Hospital, Petersburg.
2. Handicraft instruction, Burkeville Sanitorium (WPA).
3. Handicraft instruction, Princess Anne County Sanitorium (WPA).
4. Elementary education to inmates of City Poor House, Richmond (WPA).

XVIII. Public School Adult Education
1. City
   a. Lynchburg, b. Norfolk, c. Richmond.

2. State
   a. Present development in adult education — supplementary salaries given to public school teachers who work with (illiterate) adults.

XIX. Radio
1. WRTD—"Colored Richmond on the Air," Richmond, 2. WTAR—Norfolk, 3. WDBJ — Roanoke, 4. WLVA — Lynchburg.

XX. Recreation
1. Richmond Community Center.
2. Lynchburg Y.M.C.A. and Swimming Pool.
3. Roanoke Recreation Center.
4. Newport News Recreation Center.
5. WPA Recreation Centers.

XXI. Social Education by Religious Groups
1. Y.W.C.A., Richmond, 2. Y.M.C.A., Lynchburg, 3. Y.M. and Y.W.C.A., Roanoke, 4. Church forums.

XXII. Adult Education in Settlements
1. The Aberdeen Gardens Educational Program.

XXIII. Special Schools and Institutes for Adults
1. Health
   a. The State Department of Health Doctor's Helpers institutes.
   b. First Aid and Safety Institutes and courses by the American Red Cross.
2. Religious
   a. The Ministers' Conference, Hampton Institute.
   b. The Ministers' Conference, St. Paul Institute, Lawrenceville.
3. Agricultural
   a. Smith - Hughes short courses.
   b. Smith-Lever institutes.
   c. Home Demonstration institutes.
   d. WPA teacher training institutes.

XXIV. The Little Theatre
1. The Richmond Folk Theatre.
2. The Norfolk Folk Theatre.

XXV. Training Leaders for Adult Groups
1. WPA Education and Recreation.
2. Smith-Lever Program.
3. Smith-Hughes Program.
4. Programs of the State religious bodies.

XXVI. Education for the Unemployed
1. NYA Program, Christiansburg Institute.
2. Richmond City NYA Program.
3. Richmond Urban League.

XXVII. Vocational Education
1. Vocational education programs under the George-Deen Act and the George-Reed Act.
2. Vocational home economics.
3. Vocational agriculture.
4. Buchanan School program, Richmond.

5. Loving's School of Tailoring, Richmond.
6. Urban League, Richmond.
7. St. Phillips School of Nursing, Richmond.
8. Apex, Poro, Madame Chalmers, Vel-Ber, St. Ann, Vivilone, and other beauty schools of the State.
9. Christiansburg NYA program.
10. CCC Camp instruction.
11. Y.W.C.A., Norfolk and Richmond.
12. WPA rehabilitation project, Richmond.
13. PWA domestic center, Charlottesville.

XXVIII. Vocational Guidance for Adults
1. Richmond Urban League.
2. Richmond NYA program.

XXIX. Vocational Rehabilitation
1. State Department of Education Assistance, Richmond.
2. Rehabilitation Project, (State Department of Education and NYA cooperating) St. Paul Normal and Industrial Institute—Lawrenceville.

XXX. State Organizations with Definite Adult Education Programs
1. Negro Organization Society, Inc.
2. State Interracial Commission.
3. State Teachers Association.
   a. Lecture Bureau, b. State Teachers Bulletin.

XXXI. Works Progress Administration of Virginia.
1. Adult Education Program.
2. Recreation Program.
3. Adult Education and Recreation Teacher Training Program.

Home Beautification in Rural North Carolina

Clara D. Mann

1. Beauty on the Countryside

The countryside in its native splendor, is beautiful to behold, and it is difficult to understand how one can live in the midst of it and not be inspired to translate its loveliness into all that surrounds one's life. Yet, one of the most striking characteristics of the life of man on the countryside, is the unbeautiful and shoddy creations with which he mars the beauty of Nature. This is true, not merely of the screaming and hideous signs which bedeck the sides of our highways in strident colors and crude phrases, but also in the bare, unadorned homes, that with a little care and artistry, can be made attractive even in and around the most modest cabins.

2. Translation into Character

Within the scope of what has been called "Jeanesism" comes the inspiring task of sending rural children back to the fields and woods with understanding and appreciation, able to absorb their beauty and to use their resources in the act of fullest self-realization. The "Jeansified" school will not be satisfied to record mere recitations given, but also to determine how pupils are progressing in the art of living; and not merely in its productive and economic aspects as fundamental as these may be. There will be concern also about the aesthetic aspects and of the extent to which they are growing in the enjoyment of the essential refinements of living.

3. Sensing the Need

The teachers first experience of this with pupils is in her observation of characteristics of order, cleanliness, and appreciation or the lack of them. When one sees ill-kept, disorderly, crude children, the mind searches for backgrounds which account for these evidences of living. The inquiry always leads back to the home and the strength and character of the men and women to whom the growing child is most intimately and constantly exposed. Such inquiries in Craven County, N. C., school communities revealed far too large a proportion of the school children living in coarse surroundings, and it was the most natural thing in the world for them to bring with them to the classroom their daily selves and daily habits. Too often the simple beginnings of better things were undone by these crude and, for the children, more natural and uninhibited exposures at home, How could we make some demonstrations of something better that would have a sort of contagious influence in the improvement of conditions of living.

4. The Approach

In the classroom activities it took the form of a unit on "How to Make Home and School Healthy and Beautiful," and by due correlation, what was attempted was not an isolated endeavor, but integrated with school subjects in a practical and realistic fashion. On the activity side it was resolved that in every community in which there was a school, at least one room would be improved as a beginning and a demonstration of possibilities of beautification at small cost. How this was done may be illustrated by the following report from one community:

"A fifth grade pupil offered us the room. It was calsomined a canary yellow. The bureau and bed were enameled blue; the curtains, made of tobacco cloth, were tintexed blue; a nail keg covered with blue print was used for a vanity stool. An old chair was upholstered with blue print; a rug was washed and tintexed blue; a yellow spread and curtain rods were purchased and a bureau scarf was made of towe sack, the windows and floor were thoroughly cleaned."

Things like this were done

throughout the county wherever a room was offered in any home for the experiment, and pictures were taken before and after the improvements.

5. Some Immediate Results

In one home, two little girls slept in a room with sixteen panes out of the windows, and the roof was so leaky that when it rained the bed had to be moved from place to place. The roof was repaired, the panes put in, a spread for the bed was made from sugar sacks; wash cloths, towels and appliques were made. The happiness of the girls was unbounded and the influence on the whole family was such that other rooms in the home were voluntarily fixed. Two other families in a neighboring community, after seeing what could be done, began fixing and painting their homes in the manner suggested by our improvements.

In another home the little boy never stayed home and always gave difficulty about home work. After the improvement of his room he not only stayed home and studied, but began bringing his companions home to study "in his room."

Another immediate result was the development of a finer and closer parent-teacher understanding, sympathy, and cooperation. There is a feeling that they have much in common and are united in a common task that touches their lives and makes the school an influence for social betterment.

6. Demand for Continuance

This year the popular demand in the school communities automatically continued the project. We are offering this year a banner to the school, in whose community it will be shown, in which the largest number of rooms have been improved by county commencement time.

Thus, by simple insight into the character and importance of the home environment of the children, and by demonstration of the simplicity and cheapness of it all, beauty, cleanliness, and health are being made objectives in the homes back of the school, which are now sending their children into the classroom with new ideals of living which add effectiveness to the efforts of the teacher to demonstrate the relation of learning to living.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

Why Business Education for the Negro Student

Florence Somerville Jackson

The Negro population, one-tenth of the total population of the United States, constitutes a market actually larger than the entire dominion of Canada. This market must be understood and appealed to if the many millions of colored citizens comprising it are to contribute their share to the development of the country as consumers. But they cannot become producers nor effective consumers unless the Negro students who graduate each year or drop out from our colleges, are acquainted with the minimum knowledge and procedures required in modern business. They will be exploited by the colossal machinery of business unless they are taught something of the industrial and commercial world about them.

Dr. Leverett S. Lyon of Brookings Institution, says, "Business, as society is at present organized, is probably the most significant and the most important of all our social institutions. The task of using society's resources to supply economic goods has been left largely in the hands of business." Those of us who are aware of this fact should try to make those we are trying to educate also aware of this important truth, for it will give them a much larger vision of vocational opportunity than they would otherwise have. If our institutions of learning are to be truly effective in their educational function and objectives, some instruction should be included in the core curriculum of the institutions relative to the economic world into which the graduate and "drop-out" must fit, and to the legal provisions governing their employment and profession.

The most striking illustration of the self-sufficiency of the Negro has been seen during the present depression. While countless observers have commented on the fact that many Negroes have lost employment with white firms during the depression, no one has compiled statistics to show that many of these discharged Negroes have found occupations as taxicab drivers, small independent ice-men, vendors, coal and wood dealers, etc. There has never been a greater need for sound knowledge of business than at the present time. And, too, never has the opportunity for success been greater for those men who can meet and overcome the obstacles in this new and changing business world. During the present day, only those men are in demand who can help solve the new and complex prob-

lems which face businesses and national security. The only men who will get ahead are those who can help guide a business into profitable channels. We still believe that a reasonable income awaits the man who can prove his ability.

We have twelve million as a buying public. Of twelve million Negroes, there were only 18,500 Negro college students enrolled in the year 1931-32. The enrollment since that time has increased tremendously. As Negroes, and because of our peculiar secluded position in American life, these students must have a broad and liberal education, including commercial training. There is too great and varied responsibility for them to take up specialization in the strictest sense of the word and not to know its relationship to other activities. They must be prepared to meet the business problems as well as the civil-social responsibilities of our homes and communities. Our students should be taught the value of money, "its meaning for social cooperation, and its place in the industrial and governmental systems of the country." How to buy is vital to Negro welfare. Budgeting, spending and planning are essentials to successful living. How many students know the essentials of a contract? Many citizens have faced deprivation, poverty, and ruin because of their ignorance of the law.

The policies of Negro education must be sound, definite and well-rounded in order that our students and graduates may have a definite knowledge of the law governing their ordinary daily business transactions and business contracts, if they are to make good in the competitive race for jobs and successful paying positions during the present economic unrest of today. Our students must be taught the law of diminishing returns, marginal returns, law, wages, collective bargaining, and techniques of the trade, if they are to be successful, either economically or as racial leaders.

Competition between whites and Negroes has never been as keen as it is today. The Negro must push his way, truly *merit* his way, if he is to have a place. The Negro educator and teacher must direct their teaching along those channels which will make our students and graduates more than merely useful. They must train them to be *indispensable*. In these days the key of complete preparation opens many doors to opportunities. Our students must be so trained that the nation will recognize their value in our economic society and feel that their services are so vital to the nation's progress that it would be handicapped without them.

Business education is no longer the step-child of general education, a second choice or last resort of a student who could not make the grade in other courses. Business education has become essential to the welfare of every successful citizen.

The substantial growth in number of Negro banks, insurance companies, retail stores, professions, politicians, educators, etc., is encouraging. Society, as it is at present organized, forces every citizen to possess some business knowledge in order to make effective adjustments to life. All our college graduates or drop-outs should not attempt to be teachers, but those who are teachers must know something of the present business structure.

When our program for progressive education for Negroes becomes broader and envelopes all phases of life activities, then shall our graduates be prepared to go forth from their Alma Maters, strong in purpose, mind, and self-confidence. Then, and only then, when our students have such attributes as straight thinking, social mindedness, fair play, cooperative spirit, and regard for the rights of others will they be prepared to play a vital part in the restoration of economic security and social well-being.

Field Notes From Jeanes Teachers

In recognition of the excellent service rendered to the education of Negroes by the 474 Jeanes Teachers in 505 counties in the South and the Virgin Islands, we are devoting this section of the magazine to accounts of their activities, in order that all of our readers may become better acquainted with their work. We are indebted to Dr. Arthur D. Wright, President, Dr. W. T. B. Williams, Field Agent, and Miss Shellie T. Northcutt, Special Jeanes Teacher,—of the Southern Education Foundation; and to the Jeanes Teachers in the field, for their cooperation with us in this effort.

Newton County, Miss.

(*J. L. Chapman*)

On October 10, the county schools opened with a pre-school conference of teachers, trustees and patrons of the P.T.A. This conference was held at our County Training School. The attendance of teachers was 100 percent, and we had the largest group of patrons ever to attend. The program consisted of songs, speeches, and a presentation of the phases of our year's set-up. Speakers were: Mr. E. M. Smith, County Superintendent of Education; Mrs. L. G. McNair, Educational Instructor; Mr. W. W. Blackburn, Editor of the *Mississippi Educational Journal;* and Mr. J. A. Travis, Asst. State Agent of Colored Schools. Among the other visitors were: Miss Bettye M. Jack and Mrs. Santafe J. Buckley, Jeanes Teachers of Scott and Jasper Counties, respectively.

Lincoln County, Okla.
(*Roy W. English*)

The separate schools of Lincoln County held their summer session from July 25 to September 2, with a very good enrollment. The average daily attendance for the first six weeks, was 94 percent. There are 42 teachers in Lincoln County, 23 having degrees and 19 having 85-123 semester hours of college work. They have pledged themselves to do bigger and better work this year.

During the summer vacation, all of the school buildings were repaired inside and out, and several new wells were dug and pumps installed. Our libraries in the several schools are being built up this year. A large number of books have been bought, about a third of them by or about Negroes. Each school will have the use of six different sets of supplementary readers, three of which are about Negroes.

Each P.T.A. unit in the County has been canning food for the schools for the winter and all schools will again serve hot lunches. Five industrial classes have been started among the boys and girls. We are hoping to have a class in each community by the end of the school year.

Duplin County, N. C.
(*Mrs. Mamie L. Turner*)

A county-wide P.T.A. meeting was held on October 30 at the Douglas High School in Warsaw, N. C. There were about 400 parents and teachers present. The music was furnished by the parents and a quartet from the Colored Orphanage at Oxford, N. C. The address was delivered by Miss Shellie T. Northcutt, Special Jeanes Teacher. She told of the origin and history of Jeanes work in order that the parents might understand it better. Miss Northcutt stressed the necessity for both parents to cooperate in making the home environment as pleasant as possible for their children, and also for them to take more interest in the school and lend their cooperation to its program.

A report from 35 schools indicated that they had a membership of 647 parents in their P.T.A.'s. As a result of a financial campaign, we were able to give the Colored Orphanage $15.67. We are continuing the campaign until our County contributes $50.00 to it for the year.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

TO THE PRESIDENTS OF COLLEGES AND UNIVERSITIES

MY DEAR PRESIDENTS:

The commanding position of the National Education Association may be ascribed to several very definite and significant factors, one of which it is my desire to call to your attention upon this occasion. Through the years the Association has had the benefit of the active and unselfish cooperation of educators whose interests ranged from the embryonic intellect unfolding in the kindergarten to the graduate student of the great universities of our nation, in their efforts to extend the boundaries of human knowledge through original and independent experimentation and research. The humble and unknown teacher in the little red schoolhouse has joined the Association and attended its meetings both for the added strength that his support might give to the national organization of fellow craftsmen, and for the professional information, insight and development that he in turn, would surely derive from his contacts with others engaged in the sacred task of teaching the young. The teacher on the different levels of secondary and collegiate education has been equally responsive to the invitation to identify himself with the national body, to the end that he too might make his contribution to the common pool of power and purpose and professional wisdom, and that he in turn, might be the profiting beneficiary of what that common pool could make available to him first, of tested and approved methods in his particular field of educational effort; secondly, of cumulative wisdom and learning that the contribution of many minds would produce; and further still, that he might share in the material benefits that an organization national in scope and power, could secure.

Then, too, the supervisor and the administrator have been consistent and effective co-workers with the others in the Association. Along with the rest they have helped effectively to formulate the philosophy underlying our educational programs, to discover, disclose and determine the trends of public education in our nation, and to create for the Association the respect with which it is heard on any question involving the welfare of pupil and teacher alike.

Now, it is a matter of common knowledge that among administrators in the field of education no more profound influence has been exerted upon the Association, and no more loyal and lasting contribution has been made to its development and its recognition as the oracle of crystallized opinion concerning education in our democracy, than those, that through the years, have been exerted by the Presidents of American Colleges and Universities. They have been among the first to appreciate the potentialities of a national organization of educators. They have from the very beginning been identified with the Association. They have been regularly found among the most indefatigable workers both in the ranks and in positions of leadership. Whatever of good they in turn have derived from its prestige and power, has been the result of their tireless and unremitting efforts in rendering it an effective instrument in determining national attitudes and policies on all levels of educational activity.

Nor have college presidents been content in alone identifying themselves with the Association, and in making their personal contributions to its development. For in addition, because of their example and leadership, they have inspired many others engaged in educational work on the college and university level, to become first, great benefactors to the welfare of the national body, and then, the beneficiaries of its common reservoir of professional prestige and power. The place that education holds, in the thinking of the nation today, the provisions that are being made in increasing measure, to the end that every child in our democratic nation may have a fair chance to develop to his highest possibilities, ... can be ascribed in no small degree to this coterie of college presidents and their colleagues, with the services of whom the pages of the history of the National Education Association are replete. Eliot, Harper, Butler, Dewey, Strayer, constitute a sufficient list to start a train of thought that must conjure up in the mind of the student of the history of American education, a procession of educational leaders, who have been dominant factors in the making of the National Education Association.

Now this brief survey of a decisive factor involved in bringing the National Education Association into its present position of effectiveness, has implications for the presidents of colleges for Negro youth, so clear and convincing, that further elaboration seems quite beyond the point. If the heads of the other great institutions of higher education have been, and still are keenly aware of the importance of participating in the activities of their national organization; if they appreciate so fully the responsibility that their commanding position in educational work places upon them; if they realize that no other group of professional leaders can make to the common cause of educational development the

contribution that their distinctive position of leadership renders possible; if they dare not shut themselves within the sanctuaries of their own respective institutional interests, and assume a calm and unruffled indifference to the national currents of educational thought and practice, how much more important must it be that the president of every Negro institution of higher learning and those associated with him, be regularly identified with and earnestly working in an association that can be made an effective instrument in helping to deal successfully with those problems that are peculiar to the Negro group in the field of education.

Of course, one does not need to emphasize the importance of maintaining immediate and effective contact with the National Education Association. It would be a serious mistake to lose the benefit that has come and still does come from identification with the one body of educational workers whose attitude and voice command respect, and determine in large measure the final form of educational legislation in America. Rather more than fewer contacts are needed; the advocates of a more practical application of the democratic way of interpreting equality of educational opportunity to include all groups without regard to race or religion or sex, need to be increased both in number and in the fervor of their advocacy. Every opportunity must be used, and additional opportunities must be created to make known to the National Education Association the needs, the problems, the difficulties encountered by those who have in their keeping the education of Negro youth. As the main currents of education in the nation move forward, the fortunes of education among the Negro group will advance also, in the proportion and to the extent that vital contacts have been made and maintained with the national body of educational workers. So far—so good.

When all is said and done, however, there still remains the stark and unlovely fact that many problems in the field of education quite unlike those common to all groups, must be faced by those charged with the stern responsibility of the education of our racial group. And it is at this point that the implications drawn from our introductory survey of the College President and the National Education Association become pertinent. These peculiar problems frequently baffling and delicate, must be studied; they must be analyzed; they must be made known; and through an organization national in fact as well as in name, they must be focused in the attention of educators, of legislators, and of the rank and file of citizens of the nation. No simple spokesman may dare to assume this terrible responsibility except as he represents the crystallized conviction of the group as expressed through the channels commonly devised to determine unanimity of opinion.

Who, then, should be found among the significant elements of the

American Teachers Association in its articulate function of national import? Who should be rated important factors in determining the form in which the difficulties peculiar to the group shall be made known to the nation? Who should color the thinking, give point and purpose to the discussions and influence the trends of educational attitudes toward these diverse problems? Surely in the years that lie ahead, when a survey of the contributions that the American Teachers Association has made to the educational advancement of our own group and of the nation at large, a full measure of credit for the total result should be correctly ascribed to the Presidents of our Negro Colleges and Universities. The pages of the history of the Association should be filled with records of the definite and decisive ways in which their influence, both in the ranks and in positions of leadership, has contributed to the ever expanding influence of the Association as an instrument of national educational policy.

The invitation goes forth therefore, to every President of a Negro institution of higher learning to join the American Teachers Association in person and to influence his professional staff to follow his example, to give the best he has of intellect, of moral leadership and of consecrated purpose to the ultimate objective of bringing to pass in our democratic America the actual practice of a genuine democracy that will make available for every citizen of the nation of whatever color or creed or sex, an equal opportunity to study and learn and win his way in the race of life, both for the development of his own personality and for the good of our common country.

JOIN THE AMERICAN TEACHERS ASSOCIATION!

Sincerely yours,

CARRINGTON L. DAVIS, *President.*

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*Basic Program of the American Teachers Association**

CARRINGTON L. DAVIS

The American Teachers Association gladly joins all other bodies of educational workers in helping to make the observance of American Education Week focus the attention of the nation on the nation's schools. The Association approves and applauds the central theme of this year's observance—"Education for Tomorrow's America." It dedicates its best effort through the thousands of teachers of Negro youth to make that

tomorrow one that will meet the stern test of education in a democracy for the promotion of democratic ideals and for making possible the permanence of democratic institutions.

To that end the Association pledges itself to strive as earnestly in the future as it has in the past, to bring out of the realm of theoretical abstractions into the reality of applied daily practice the full and free operation of the policy of equalization of educational opportunities for all the children of all the people; and further still, for all the adults who seek, in their leisure time to further their education in public institutions provided for that purpose.

The Association believes along with other educational bodies, that the permanence of our democratic government is predicated upon an intelligent citizenry; it believes further that a full and untrammelled opportunity for each individual to develop to the highest degree that his desire—and ability permit, is essential to the promotion of the welfare both of the individual and of the nation.

Equalization of educational opportunity will be identified by a series of progressive steps calculated to modify many of the prevailing policies of our present day educational set-up. Among the new principles that will be accepted and applied in general practice may be listed the following:

FIRST—Nation-wide recognition and acceptance as the only valid democratic position, of the principle of equal pay for equal service, the only basis upon which equality of compensation shall be determined, being preparation, efficiency and level of service.

SECOND—Equal length of school term for every child within any given governmental unit, to the end that each and all may have an equal chance, in terms of time, to study, and learn and prepare for the responsibilities of citizenship.

THIRD—Equal facilities in terms of buildings and grounds, of books and equipment and supplies, in order that no child may suffer the undemocratic handicap of facing tasks, at least equal, if not greater in both number and degree, with material equipment sadly inferior to that of another.

FOURTH—Fair and proportionate expenditure of public moneys for the transportation of all children to school centers, without regard to color or race or religion. The proper time to plant the seed and cultivate the harvest of real and intelligent loyalty to a nation and its institutions, is during the period of childhood and advancing youth; and what more promising method may be employed than that of dealing in a situation of this kind on the basis of need, and need alone, thereby building up in the very fibre of the nation's youth a love of

country that is the inevitable outcome of a sense of equality of treatment and essential democratic justice.

FIFTH—Tenure of service based upon efficiency and good behavior. The teacher should be free to address himself to the task of educating the youth that come under his instruction. He should be absolved from the constant harassment of thinking about the chance of keeping his job from year to year. Such distraction tends to reduce professional efficiency.

SIXTH—Federal subsidy of public education, such subsidy to be under the watchful care of the Office of Education, to the end that its distribution may be equitably achieved, and that it may reach those places and those groups that stand in greatest need. Such is genuine democratic procedure, of placing help where the need is greatest in order that those farthest down may have a chance to rise.

States that have not already done so are invited to follow Maryland's lead in bringing to pass this awakening in the field of educational thought and practice. They will do well to accept her point of view that a State owes it to herself and to every citizen within her borders to make educational opportunities equally available to all, in order that all in turn may be able to make to her their greatest possible contribution in productive citizenship.

SEVENTH—Equal opportunity to have set forth in suitable text books used by public school children a true account of the contribution of the Negro to the development of our American civilization. From the sacrifice made by Crispus Attucks on Boston Common to the latest contribution of Carver in his laboratory at Tuskegee, the race has made its gifts of life and labor, of scholarship of service and song, to the defense, the development, the ideals, the aspirations of our democratic nation. The widespread knowledge of this fact will contribute greatly toward promoting a progressively improved interracial understanding and appreciation, and cementing the bonds of genuine loyalty and patriotism that unite us in full devotion to our common country.

These briefly, are some of the fundamentals for the ultimate realization of which the American Teachers Association, along with all other progressive educational groups, pledges itself faithfully to work.

It needs and invites as earnest and intelligent workers for these ends, every teacher of Negro youth from the kindergarten to the graduate school, and all others who earnestly desire the ultimate triumph of true democracy. It believes the principles for which it stands merit their active membership within its ranks.

And, now, that the Association will be able to present its case and its cause not only to its own members, but to every enlightened reader of the National Educational Outlook Among Negroes, which serves

as its official publication, it has every right to request, and every reason to expect, that the teachers of Negro youth within our nation will join the American Teachers Association; will read the NATIONAL EDUCATIONAL OUTLOOK, and will, by his support, help to hasten the time when, within our national domain, equality of educational opportunity will have become one of the satisfying achievements of our genuinely democratic government.

*Radio address delivered Thursday, November 10, 1938, in connection with radio program on the education of Negroes sponsored by the Office of Education, United States Department of the Interior, and arranged by Ambrose Caliver, Senior Specialist in the Education of Negroes.

Dramatics as an Extra-Curriculum Activity

JOSEPH B. CHRISTMAS

At different periods in the history of the structure of human society, the Church, home, and school have had certain functions in helping young people realize the true importance of family life, and the necessity of future preparation for citizenship.

We realize at an instant, that it is impossible to remove all social or economic conditions which clash with our set criteria for better citizenship training; but we must admit that these three institutions have played such a definite part in our historical and modern trends of society, that they are accepted as the basis of our educational systems for citizenship training, for I think that ALL education should be training for better citizenship.

Those of us who believe in our Country and State, believe that anything is possible which works towards the happy and full development of mankind. Our fortunate assets of climate and people, our natural environment for what we may term, "the good life," and our broadened sympathies for those less fortunate, make us feel our personal responsibilities for trying to help make our Country a better place to live in.

What, then, can dramatics, a course within only one of these institutions, the school, do to help create and maintain these objectives in our communities?

First: Dramatics may be taught to stimulate participation in a wholesome leisure-time activity on the part of members of the school and community.

It is clearly accepted that the class room teacher is deeply concerned with guiding the activities of the child during the period of adolescense. It is at this period that the child creates a desire for

dancing, dramatics, competition, social recognition, prestige and attraction. The day is passed when the teacher or parent should leave it to the adolescent to occupy his leisure time as he desires. More attention should be paid to leisure time activities of a child than vocational guidance, during the period of adolescence; because properly guided leisure-time activities, create a choice of wholesome and often successful vocations. If a child is given the best foods, cooked in the best ways, he grows selective and critical of other kinds. It is the same with intellectual food.

In dramatics the child receives bodily training in posture, from which his physical aspects are characterized. He creates within himself mental representations that lead to these physical aspects. Other students and his community expect these qualities of him. His emotions are stimulated, and he has an opportunity to express his individuality. Are not these attainments desired qualities of future citizenship, if they are attained during a child's leisure-time?

To obtain dramatic power, the student has an opportunity to rehearse everything he has learned in the English Department. Aside from enunciation, pronunciation, and diction, he receives special training in dialects. When the student is away from school, he often comes in contact with many civic and social organizations that demand leaders with these qualities of effective speech. In our present trend of public speech, men, women and children are often placed in contact with radio broadcasting and public address systems. Many persons with great minds have been turned away after auditions, because of defective qualities of speech. It is our duty to prepare our students to adjust themselves to this scientific equipment.

Despite Emerson's assurance that, "the sense of being well dressed, gives an inward satisfaction which even Religion is powerless to bestow," I believe the wearing of finely wrought garments, period costumes and the like, leads the mind of the player into unsettled channels of desire. As we are aware of the fact that it requires grace and dignity to wear certain types of apparel, so it is with the child. The costume causes the player to set up certain ideals within himself that must be obtained to wear such apparel. If a child's vision can be broadened during his leisure time, is this not an asset to preparation for future citizenship?

Second: Dramatics may prepare students for future citizenship by providing recreational and informative programs for the enjoyment of a large number of people in the school and community.

If there is no W.P.A. Federal Theatre in your community, your high school dramatic group may serve the same purpose. There is a certain something which dramatics has to give, which a cer-

YOUTH THEATRE GUILD MEMBERS OF CAST OF "MY MOTHER-IN-LAW," GIVEN AT SHAW UNIVERSITY. FROM LEFT TO RIGHT: BEATRICE FLETCHER, WILLIAM RAINES, MARY E. MORRISEY, IRENE CLARK, LEON FRAZIER, CARRIE MOORE, MARION TOOLE, EUGENIA JOHNSON, AND BROADUS COX.

tain percentage of the people long for, as they long for food. No matter how small the salary of the average family supporter, there is a certain per cent that he reserves for recreation. The Federal Theatre has been successful in securing and giving more in return for this certain per cent than any other existing theatrical agencies. Why? Because the producers and directors are presenting types of plays that have not been presented by amateur dramatic Societies and Little Theatres; they are writing plays that deal directly with the lives and struggles of the average worker, and making it possible for him to see them. Where it is difficult for certain groups to attend the performance, the performance is brought to them in factory sections, mine sections, hospitals and prison camps. It is impossible to fix the exact number of persons affected by the activities of this agency, but it can be truly said that many thousands of men, women, and children, in the last two years, witnessed living actors on stages, platforms, floors and outdoor performances, for the first time in their lives, which demonstrated that the public still desires the theatre as means of recreation.

Trained high school dramatic students quickly conceive a knowledge of the demands and reactions of the public. Organize your dramatic classes into summer Little Theatre Groups, and it will be possible for them to provide recreational and informative programs for the enjoyment of a great number of people, and help train a new generation into play-going.

Third: The teaching of dramatics in our high schools will further prepare students for citizenship, by portraying present social and economic conditions that exist in certain communities.

Dramatization is the most effective means of conveying a sense of reality. About three-fourths of

the historical and current events presented to listeners (save news comments) are dramatized for the radio. Why? Because drama *touches* our emotions, and most often from these emotions, we develop types of conclusions which may become intellectual. Drama itself, implies conflict and action. Your dramatic groups will serve as transmitters of present-day conflicts.

Plays may be selected for presentation that will aid different groups to better understand their surroundings, which may help them realize the importance of a wholesome family life in the structure of society. Better citizenship can be attained through better living conditions in the home. These plays and "Skits" may be presented in connection with homemaking groups, as, serving balanced meals, table etiquette, etc. Health plays about the care of the body and prevention of certain diseases in the community, may also be presented. It is possible for you to find many types of plays of social and economic problems that exist in your communities, many of which you may have seen presented by certain high school and professional groups.

Plays that portray misunderstandings, conflicts, injustice and tragedy, are sure to leave impressions that in no other way could show your Community what is happening to all types of people in America today. Recent productions of these types include: "Triple A Plowed Under," "It Can't Happen Here," "Altars of Steel," "Turpentine," "But for the Grace of God," "Brother Mose," and "John Henry." Many of these productions represent the slap on the other cheek that we, and others are asked to turn around.

If we expect to build our theatre audiences, we must write and present plays that represent various phases of present day life of our communities. Drama of the people means a people's theatre. Have you been able to present through dramatizations, any of these types to your Community? Why not let your dramatic group serve this purpose?

Our High School Dramatic Clubs should no longer look upon dramatic presentations as means to raise funds, but as a means to: Stimulate participation in a wholesome leisure-time activity; provide recreational and informative programs for the enjoyment of a larger number of people in the school and community; and portray present social and economic conditions that exist in certain communities.

One science only will one genius fit:
So vast is art, so narrow human wit.—*Pope.*

Quarles Photo

NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS, TWELFTH ANNUAL CONVENTION, TUSKEGEE INSTITUTE, ALABAMA, JULY 24-27, 1938.

EDUCATIONAL NEWS AND EVENTS

Florida Teachers' Association

The Florida State Teachers' Association held its 47th annual session in Jacksonville, November 24-26 with the largest enrollment in its history. At this session the Association definitely put its stamp of approval on the fight now being waged for salary equalization. Mr. John Gilbert, who entered suit in Brevard County to secure a salary equal to that paid a white teacher with similar training and experience, and who later was dismissed from his position as principal of the Cocoa Junior High School, was in attendance and spoke on the program. Mr. N. W. Griffin, president of the Association, who had been dismissed from the principalship of one of the leading high schools in the State because of his activities in connection with the fight for equal salaries, spoke on the opening night. *The Association voted to give a scholarship to Mr. John Gilbert so that he might attend one of the colleges in the State, and also voted to employ its president on a yearly salary to direct its work.*

On Friday night, over a thousand persons listened with intent interest to addresses delivered by Dr. Ambrose Caliver, of the Office of Education, and Attorney Thurgood Marshall, Assistant Special Counsel for the N.A.A.C.P.

Greensboro Conference

Held at the A & T College of North Carolina, Greensboro, Nov. 25-26, was the 1938 conference of the Federation of Honorary Scholastic Societies. The business sessions considered the further development of the Federation and the expanding, improving, and standardizing of the general program and procedures as they relate to interests in scholastic honors. The second part of the program included papers, addresses, and symposia devoted to a consideration of "The Gifted Student."

Miss Georgia L. Jenkins of Tennessee A & I State College, and Mr. J. C. Evans of West Virginia State College, are secretary and chairman respectively of the executive committee of the Federation.

Americans All—Immigrants All

A series of 26 dramatic radio broadcasts, designed to show the contributions of various cultural groups to the social, economic and political development of the United States, is being presented by the United States Department of the Interior, Office of Education and the Columbia Broadcasting System, with the cooperation of the Service Bureau for Intercultural Education, and the assistance of the Works Progress Administration. On Sunday, December 18, at 2:00 p.m., E.S.T., will be broadcast a program devoted to "The Negro in the United States."

Appointed

T. Arnold Hill, of New York City, has been appointed to the national staff of the Works Progress Administration as consultant on Negro affairs. Mr. Hill comes to the W.P.A. from the post of Director of Industrial Relations for the National Urban League.

Awarded

William H. Moses, Jr., college instructor in architectural drawing and design at Hampton Institute, has been awarded the first prize of $350 by the Virginia Art Commission for his design for Virginia's exhibit at the New York World's Fair. Mr. Moses offered a photographic scheme for the room rented for Virginia's exhibit. It consists of a model of Williamsburg and a huge 37-foot photomontage map of Virginia to cover the wall. The designs were submitted in anonymous but open competition and the race of Mr. Moses was not known until after the announcement of the award had been made.

Contest Awards

With nearly 100,000 from twenty-one states competing in the fifth annual essay contest among Negro college and high school students conducted by the National

Tuberculosis Association and its state and local organizations, announcement was made by Dr. Cameron St.C. Guild, director, Negro Program of the Association, that Esther Reed of Florida A. & M. College, Tallahassee, and Charles Copher of Gammon Seminary, Atlanta, Ga., had received first prizes of $50 each. The judges, unable to choose between the two leading competitors, agreed for the first time in the history of the contest to make two first awards. The subjects of the contest was "Why I Should Know About Tuberculosis and What I Should Know."

A second prize of $25 went to F. K. Jackson of Miner Teachers' College, Washington, D. C., and a special award of $10 to Kermit Martin, also a student at Miner College. Also for the first time, because of the general excellence of the essays submitted, Honorable Mention was made on the prize roster for the following college students: Mae Barbee, Agricultural and Industrial College, Nashville, Tenn.; Alice Frederick, Maryland Normal School, Bowie, Md.; Henry St. Vincent Hinds, Jr., Lincoln University, Jefferson City, Mo.; Maria A. Justiss, University of Toledo, Toledo, Ohio, and Miss Willie-Guy Sykes, Rust College, Holly Springs, Miss.

This year teachers of the prize winning students received a certificate of commendation from the Association.

In the high school group, Odessa Redman of North Fork High School, North Fork, West Virginia, received the first prize of $25. Gertrude M. Coutrier of Girls High School, Brooklyn, N. Y., was winner of the $20 second prize and Annie Bell Wortham of Kemp High School, Bryan, Texas, of the $15 third prize. Special awards were given to Rosie Ewing of Jackson Junior High School, Louisville, Ky., and William Wiggins of Central High School, Bridgeport, Conn.

Those receiving Honorable Mention were Eleanor S. Bell, Atlanta University Laboratory High School, Atlanta Ga.; Edward Forrest, Immaculate Conception High School, Charleston, S. C.; Fay Hughes, Crispus Attucks High School, Indianapolis, Ind.; Serena Randell, Armstrong High School, Washington, D. C.; Carrie Thomas, Frederick Douglass School, Chester, Pa., and Louise Trigg, St. Bartholomew School, Little Rock, Ark.

COLLEGE ACTIVITIES

■ The faculty at **Arkansas State College** recently tendered to President J. B. Watson a testimonial banquet in recognition of his ten years of outstanding service as President of Arkansas State Collegs. During the past decade, Dr. Watson, veteran educator, has developed the institution into a fully-certified degree-granting college and increased the college enrollment from 36 to 436; has elab-

orated the physical plant from 9 to 20 modernly-built structures with complete equipment; has improved the teaching personnel, raised the scholarship standards, and led the school to wide recognition in intercollegiate debate and intercollegiate athletics.

President Watson recently donated 100 acres of land for an all-state park for Negroes and at present he is manager of a 13,000 acre farm a short distance from the campus.

■ **Clark University,** Atlanta, Georgia, has four teachers on leave of absence during the current year. Professor A. A. McPheeters of the Department of Education is at the University of Cincinnati; Dr. Richard A. Schermerhorn of the Department of Philosophy is studying at Yale; Professor Bernard H. Nelson is attending the University of Pennsylvania, and Professor Booker R. Griffith is at the University of Pittsburgh.

Returning to the faculty this year are: Mrs. Stella Brewer Brookes of the Department of English who did advanced study last year at the University of Michigan, Professor Adolphus B. Wright of the Department of Business Administration who attended New York University, and Miss Collye Lee Riley who studied at the Hampton Library School.

Additions to the faculty are Mr. D. F. Jeffreys, M. A., Columbia who is Counselor of Men, Miss M. R. Vernon, M. A., Michigan, Counselor of Women, and Miss Carrie J. Leigh, A. B., Clark, M. A., Atlanta University, Assistant in the Mathematics Department and in the Registrar's Office.

■ The Department of Education of **Fisk University** is presenting a series of James Hardy Dillard Lectures on "Education in the South." Already heard have been Dr. S. C. Garrison, President of George Peabody College for Teachers, and Mr. Fred McQuistion, of the Southern Association of Colleges and Secondary Schools. Dr. Horace M. Bond, head of the Department has announced the following speakers for the remaining lectures: Mr. Leo Favrot, of the General Education Board; Dr. Charles S. Johnson, Director of the Department of Social Sciences at Fisk; and Dr. S. L. Smith, Provost of George Peabody College for Teachers.

■ More than 500 prominent local citizens, alumni, and students inspected, recently, the renovated Estey Hall at **Shaw University,** as the co-eds under the direction of Dean Susie W. Yeargin held "Open House." The visitors, many of whom once lived in the dormitory which is the first large building in the South constructed for the education of Negro women, saw, in addition to neat and well kept rooms, also the reflooring, redecoration, and other improvements which were made during the summer at a cost of over $10,000.

■ Chances for a world's record,

in the number of football games won without a defeat, were spoiled for **Morgan College's** Bears on Thanksgiving Day, by a championship **Virginia State College** team, which won the game by the score of 15-0. Up to the time of this defeat, the Bears had won 54 games without a loss, and six championships in the Colored Intercollegiate Athletic Association since 1931. To coaches Edward P. Hurt and Talmadge L. Hill should go much of the credit for the quality of training and sportsmanship extant on the Morgan gridiron.

■ According to a release from the office of the Georgia Commission on Standard Elementary Schools, the elementary division of the **Atlanta University Laboratory School** has met the requirements of the Commission and is duly approved for Group 1 Superior, which is equivalent to the usual "A" rating. This rating makes it the highest rated elementary school in Georgia. Miss Elizabeth Lemon, a graduate of Atlanta University, is the acting teaching principal.

■ President David D. Jones of **Bennett College** and Rev. R. W. Winchester, now pastoring the St. Mark's M. E. Church of High Point, N. C., were elected delegates to the Uniting Conference of the Methodist Church from the North Carolina Annual Conference which recently closed its 1938 session at Hickory, N. C. President Jones was elected lay representative and Rev. Winchester ministerial delegate. The Conference will be held at Kansas City, Mo., April 26, 1939.

■ The first of a series of lectures, to be known as the John Hope Lectures, in honor of **Atlanta University's** fifth president, was given at the University on November 18, by the famous physicist and Nobel Prize winner, Dr. Arthur H. Compton, of the University of Chicago. The John Hope Lectures will be offered annually by distinguished individuals.

DIGESTS AND REVIEWS

IN THE MAGAZINES

Journal of Exceptional Children

In the November issue is a *Guide to the Literature on the Handicapped Child,* by Dorothea Lindenau and Carter Alexander, which furnishes teachers with sources of practical help within their reach. In the same issue Ralph M. Stogdill tells of "the mental hygiene and adjustment

work at the Wayne County Training School," Northville, Michigan, in the article *Some Adjustment Techniques in Use with Mentally Retarded Children.*

The Grade Teacher

The issue for December is replete with plays for Christmas, some of which are: *A Circus in Christmas Land,* by Gladys Lloyd and illustrated by Miriam Selss; *Mother Goose Visits Santa Claus,* by Mildred Jenkins, illustrated by Miriam Selss; *The Great Guest Comes,* by Dora McElwain, illustrated by Florence Gardner; and *A Christmas Carol,* a dramatization of Dicken's Famous Story by Eunice Wentworth and illustrated by Jean Macdonald Porter. Also of interest and value is *Christmas Observances,* material for an outline of study or a unit of activity, by Julia Nichols, for the primary and intermediate grades.

The English Journal

Can We Help To Create An American Renaissance? is the question raised in the title of the article by Rachel Davis-Dubois, in the November issue, who states that: ". . . if teachers of literature and the arts would ally themselves with the creative artists who are most sensitive to social problems, a vital relationship might be established. . . . In all of this development of a creative attitude toward art, teachers of English have a special responsibility; for, in the final analysis, any possible cultural renaissance may well depend on their ability to release rather than stultify the spirit of creativity."

Occupations

In the November issue H. M. Byram writes about *Opportunities for the Farm-Reared Boy.* He states that "It is quite obvious that all farm-reared boys cannot follow in their fathers' footsteps. However, many boys who find they are unable to carve out careers in the field of agricultural production could take advantage of their accumulated background of farm life and habits through entering occupations allied to agriculture—if they but knew something about such opportunities and their requirements." Professor Byram lists occupations available to both agricultural college graduates and farm-trained youth unable to go on to college, and voices a plea for more careful study of these occupations related to farming and for wider dissemination of information concerning them. In the article *The Home Economist in Business,* Chase Going Woodhouse tells of new opportunities for women who are well equipped with home economics and who can adjust themselves to the demands of the business world.

The Instructor

Included in the issue for November are: *A Unit on Internationalism,* for the upper grades, by Ethel Burlison, and *Man and His Boats,* an illustrated unit of work for primary, middle, and upper grades, by Katherine L. Julian.

The Negro History Bulletin

Negro Poets, Singers in the Dawn is one of the feature articles appearing in the November issue. Also of interest is a biography of *James Edwin Campbell, A Forgotten Man of Letters.*

Practical Home Economics

In the November issue Edith C. Griffith presents an illustrated article about *An Integrated Program* at the Florence Fay School, Indianapolis, Indiana, in connection with the work on the farm unit of the social studies for primary grades; and Dorothy Huizinga contributes *A Unit on Consumer Buying for Seventh Grade.*

The Crisis

Out-of-date Colleges, by Randolph Edmonds, appears in the issue for November. In it the writer discusses the plight of Negro schools and concludes that "We must recognize the need for a new type of training to correct the glaring defect of the current system. We must stop flashing on the surface and burrow down deep into the heart of reform. And above all, we must cease rearranging the dry bones of a decadent individualism and prepare students for a group world of mass production, trade unions, collective bargaining, and political and economic centralization. That is the supreme challenge of our times."

Hygeia

"Today, toys or playthings are not selected merely to consume a child's time, to keep him out of mischief or out from under foot. Parents have come to realize that playthings are the child's tools of self expression, that they help him to develop physically and to learn about everyday living at his own level of intelligence." This statement is made by Lou Tregoning in the article *Playthings from Toddler to Teen Age,* appearing in the November issue. The writer lists and discusses playthings used at the various age levels and includes a short list of "Tests for Toys." *Play Safe!* by Katherine Brownell Oettinger, is a discussion of the play yard as a "safe haven in which the child's body, mind and personality find opportunity to develop."

School Life

In the November issue is presented a pictorial view of higher education—administration, cost of attending college, teacher education, graduate study, and other information. Higher education for Negroes is included in the materials. In the article *Graduate Study in the United States,* Walton C. John has the following to say about graduate study for Negroes: "The rapid growth of elementary and secondary education throughout the South has led to the enlargement and improvement of the teacher-training program. Although a number of Negro colleges have excellent programs leading to the master's degree, the demand for advanced instruction in education, as well as in profession-

al fields, has led a number of States to provide financial aid so that students may attend approved institutions elsewhere. There are at present at least five States that have made such a provision in the interest of equalizing educational opportunities for Negroes. These are Maryland, Missouri, Tennessee, Virginia, and West Virginia."

The Clearing House

In his article *Streamlining the English Curriculum,* in the October issue, Arthur E. Oppenheimer lists "the following kinds of experiences for high-school students in the 'English' area: 1. Publishing school newspapers and magazines. . . . 2. Keeping in touch with community and world affairs through the press. . . . 3. Developing discrimination and critical judgment in motion pictures. . . . 4. Learning taste and discrimination in radio programs. . . . 5. Contributing to the work of social studies by means of literature. . . . 6. Learning discrimination and taste in books. . . . 7. Contributing to the work of other fields. . . . 8. Contributing to the life of the school as a whole. . . . 9. (a) Acquiring ability to find and to use needed information from many sources. . . . (b) Gaining ability to secure needed information from persons. . . . 10. Developing the skills and abilities needed to further group enterprise. . . ." *A Southern Junior High School's Unit on Race Relations,* by D. Leon McCormac, principal of the Wardlaw Junior High School, Columbia, S. C., describes the experimental unit at his school that was so successful that it was made a permanent part of the curriculum. The writer concludes with: "Pupils offered sound suggestions for the encouragement and support the whites might lend to the Negro race. They indicated possession of a greater understanding of the problems faced by the Negroes, and a greater sympathy for them. They showed a keen interest in the Negro as a member of society, and a desire to see him rise to greater dependability and greater service. They learned to appreciate the fact that the higher the Negro rises in health, education, dependability and personal responsibility, the higher will the composite social order be elevated."

Mississippi Educational Journal

In the October issue, Mildred Raynor presents a discussion of program making, and a suggested program for the first grade, in the article *Program Making in the Primary Grades.* In the November issue, is *I Talk As I Please,* by Willye M. King, who voices a plea for more emphasis upon reviving the lost art of conversation, and gives some hints for improving it. Many readers should be interested in the *Schedule For A One-Teacher School* which appears in both issues.

Childhood Education

"Guiding Our Children" is emphasized in the issue for Novem-

ber. Among the interesting and helpful contributions is *Guiding Children's Social Development,* by Dorothea McCarthy, in which the writer states that "One of the most important single criteria used by mental hygienists in judging a child's personality adjustment is his adequacy in social situations. Social adequacy, as indicated by lack of shyness or domineering tendencies, by a willingness to share and to cooperate with others, and by general emotional poise in social situations, should therefore be a major goal of the educative process."

The Social Studies

A unit for teaching the use of newspapers and magazines is presented by Dorothy Leggitt in the article *Reading Newspapers and Magazines,* in the November issue. The Illustrated Section devotes itself to *The American Indians at the Time of the First Settlements.*

Wilson Bulletin

"The surprisingly large number of administrative positions now filled by women should certainly be enough to convince a prospective recruit that there are real opportunities for women in library work. They should also be reassuring to young women already in the field who seem to feel that there is no chance of their ever reaching such heights. . . ." states Robert S. Alvarez in his article *Women's Place in Librarianship,* in the November issue. He also adds that ". . . There is room at the top for both men and women and librarians can be confident that whatever ability they show will be rewarded, regardless of sex." Of much interest and value is the *Readers' Choice of Best Books* included in the same issue.

The K.N.E.A. Journal

In the October-November issue appear the minutes of the 1938 general session of the Kentucky Negro Education Association. An important article is contributed by Atwood S. Wilson: *Goals in the Education of the Colored Child,* in which he lists the following: ". . . the improvement of reading habits and the production of better readers . . . training that leads to a greater number of our youth in mechanical and business pursuits . . . training and education that will lead to better health and better living conditions in the home . . . training to improve the personality of our youth in order that they might exhibit certain traits of character, particularly more courtesy, honesty, and obedience to law . . . training that will inspire pupils to exhibit a spirit of industry and perfection in performance . . . to teach for the eradication of the inferiority complex."

School Activities

Appearing in the October issue is H. E. Patrick's article *Practices in Promoting Scholarship,* in which are revealed some interesting results from a study conducted in the Chicago area. In the issue for

November, Barrett Lowe writes about the Wessington Springs (South Dakota) Plan for making church and Sunday school attendance a part of the extra-school program in the article *Cooperation Between School and Church.* Other contributions of interest include *The Social Dance Class—A Laboratory for Acquiring Social Ease,* by Elizabeth G. Dunkel, and *Free Choice Activities in Junior High School,* by Twyla Freeman.

Journal of the National Education Association

Racial Enrichment of the Curriculum, by Charles A. Daly, appears in the November issue. It tells of the activities in the Garfield School, Detroit, Michigan, in helping "the student to know more about the valuable contribution members of his race have made to our world." In this school 80 percent of the students are Negro children and "the rest are mainly children whose parents came from southeastern Europe." Principal Daly concludes that "we do believe that it has increased the child's pride in his racial group and helps to make him a good citizen. The fine understanding and appreciation existing between pupils, parents, and teachers is certainly due in part to this activity." Two other interesting articles are *Our American Music,* by Granville Eagler; and *The Art of Observing Children,* by Herbert R. Stolz.

The Southern Workman

Present Trends and the Development of Adult Education Among Negroes, by William M. Cooper, is in the issue for November. The writer summarizes as follows: "the outstanding trend in adult education for Negroes is, first, to help Negroes get down to 'brass tacks' on the fundamentals of earning a living. The next step will be to help make their distinctive folk contribution to American culture." In writing about the *National Negro Business League,* Isaac Fisher states that: "Every person who is interested in the economic future of the Negro will be gratified to note that the Negro Business League is determined to survive and make a definite contribution to the progress of the colored people in the United States. The crises of the depression have emphasized the need for more efficient Negro business enterprises. Groups of other racial origins have always been able to gain business footholds in this country. The Negro can do it, too."

Industrial Education Magazine

Two of the valuable articles in the November issue are *Industrial Arts an Essential in the Curriculum of American Schools,* by Maris M. Proffitt, and *Education Toward Creative Design,* by Walter Gropius. Highly instructive is the article, *Teaching Perspective,* by Louis Albert Herr, in which are included figures of various types and methods of perspective drawing.

The Harvard Educational Review

A Revised Concept of the Factors in the Development of Mental Abilities, by Frank S. Freeman, in the October issue, was written "to indicate certain compelling and converging lines of evidence which should bring educators and psychologists to revise their views regarding the role of environments in mental growth." Dr. Freeman advances the principle that "the extent and form of mental development are dependent in part upon conditions of the individual's environments during his developmental period, and in particular during the years of infancy and early childhood." The specific implications of this concept of mental abilities are, he states, ". . . first, that an individual's possibilities of development cannot be known or realized unless optimum conditions of growth are provided from birth, or even before; second, that social and economic factors, and all they imply with respect to physical and cultural forces, are as important in the determination of ability differences as are genetic factors; third, that much potential talent is lost for want of proper physical and psychological nurture; and, fourth, that public education in a democracy that seeks to develop and foster all its human resources will have to look forward to providing pre-kindergarten education for all, for purposes of both physical and psychological development. . . ."

Child Study

The November issue is the anniversary number commemorating "Fifty Years of Child Study." *Child Study in Action* is the title of a section illustrating and comparing the activities of the Child Study Association of America in 1888 and 1938. *Books of the Year for Children,* is an annotated and graded list of books selected by the Children's Book Committee of the Child Study Association under the chairmanship of Mrs. Hugh Grant Straus.

Virginia Teachers Bulletin

Among the articles in the November issue are *Occupational Opportunities for Negroes,* by Robert C. Weaver; *Can Communities Help?* by Samuel A. Madden, a discussion of public forums; *Simple Machines,* by Grace Jenkins and Henry E. Byrd, Jr., a unit for the fifth grade science class; and *Science as a Part of the Elementary Curriculum,* by Sadie L. Doles.

The Journal of Business Education

Readers interested in this field should find the following articles in the issue for November of interest and helpful: *Not Always to the Swift,* Case Studies in Vocational Ability by Jessica J. Trommer; *A Proposed Retailing Curriculum,* by Milton Kappstatter; *The Selection and Training of Teachers of Vocational Commercial Subjects,* by Irma Ehrenhardt; and *Suggestions for Vitalizing Economics,* by Richard M. Kirby.

The Journal of Negro History

Social and Economic Forces in Alabama Reconstruction, by Horace Mann Bond, is one of the feature articles in the July issue. In it Dr. Bond examines "both the figures and facts which compose the now stereotyped picture of Reconstruction in Alabama."

The Elementary School Journal

In the November issue B. F. Pittinger writes about *The Teacher in the Modern School,* in which he states that the modern school "is child-centered . . . is concerned with individuals . . . recognizes both cultural and vocational objectives . . . is concerned with social training." He adds that "The ideal modern teacher is not a mere drillmaster or a disciplinarian or a book-worm, but rather a socially intelligent and enlightened person who has both a scientific and a human understanding of children and who is devoted emotionally and intellectually to the democratic way of life." The *Selected References on Elementary School Instruction,* cover the subject fields of arithmetic, science, music, art, industrial arts, home economics, library training, and health and physical education.

BOOK REVIEW

■ *Introduction to Child Development and Parent Education,* by W. McKinley Menchan. (Ann Arbor, Michigan: Edwards Brothers, Inc., 1937. 321 pp. $3.35.)

Frequently one hears of adult education, parent education, parent-teacher relationship. Lest it be overlooked, may I point out that the child occupies the focal point of interest in these several phases of education.

Heretofore, it has been one's immediate thought, when the words child development were mentioned, to visualize the ideal classroom. Human nature is prone to place the responsibility on the other fellow. Thus, parents send to school the child, who has drifted through the pre-school age, with the mere necessities of living, believing firmly (but erroneously) that his education begins there.

Too often one takes the position that childhood habits are to be outgrown. At last we are beginning to realize that the habits formed in early childhood are but indices of the adult's personality.

Mr. Menchan's book gives a clear-cut picture of hereditary and congenital traits and the role in which environment plays its important part. Here, too, the reader becomes acquainted with the physiological and biological functionings of the human body.

Because the child is under the influence of home training a longer period than when going through the joint influence of various teachers and schools, home training is by far the more potent factor in mental and physical development. It is because of this influence of home training that social workers, educators, and specialists in allied fields teach parents to analyze behavior problems as bases to guide children through the s veral stages of development. Parent-child relationships may well be analyzed in order to ascertain the causes of much of the delinquency and crime peculiar to children.

This book of convenient size, covering every phase of child development and education from prenatal existence through adolescence, represents a cross-sectional treatment of nutrition, physiology, psychology, and sociology as they apply to the optimal growth and development of children. Although the text is based on scientific facts entirely, it is at the same time written in a very clear, readable style, and one does not have to be highly specialized to thoroughly understand its content.

It can be highly recommended for parents, prospective parents, social workers, ministers, teachers, and students. The nature of the materials included is such as will make it possible for the book to lend itself to varying uses, such as a college textbook, a reference book or a handbook for parents.

This new text covers a period which has heretofore been sorely neglected—the time from birth to early school age. In other words, up to the time a child starts to school or kindergarten there has been very little written as to his guidance or early training. The material in this edition covers that period thoroughly and practically.

—Grace C. Robinson

ARTICLES TO APPEAR IN EARLY ISSUES

Letters from a New Teacher to Her Girl Friend.....*Aurelia Toyer*
The Conference Period From the Mental Point of View..*A. P. Moore*
Three Days to Teach.....*Willye M. King*
Extra-Curricula Activities in the Negro College....*William H. Martin*
Socializing Sex Education in the High School....*Howard D. Pindell*
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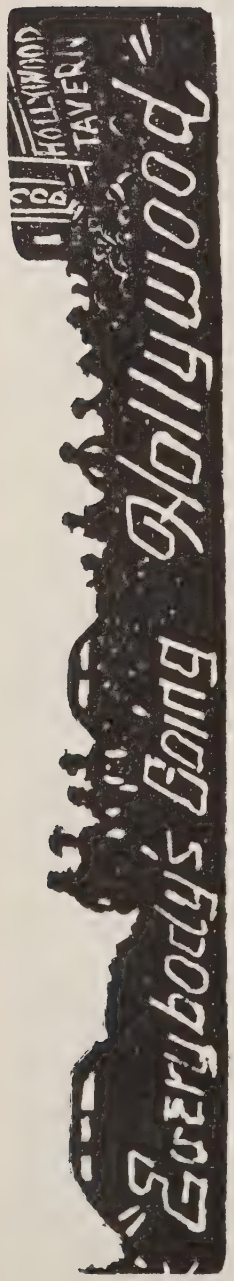

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Of course, we in this country have not reached a stage of perfection in the cooperative building of American culture through fruitful interrelationships of various groups. But here in this Nation to which thirty-eight million immigrants have come during the last 120 years, the struggle of peoples of all races and of many creeds has been and is consciously *toward* the goal of human understanding and tolerance.

We are free to participate in this effort to elevate humankind irrespective of race, color, or creed; to rise to new heights of civilization with the help of all contributors to culture. And we do participate in this reaching for human welfare as we recognize the worth of personality for its own values.

There are those who deprecate the democratic way of life, and even sneer at its idealism. They rest their case on the power of physical force exercised by so-called superior persons at the top; they rule the people by dictation and by fear of the sword. *We* stake *our* faith on the spiritual power of self-respect and self-reliance among the people. We believe that centuries of history and our own national experience furnish ample evidence that the God-given impulse to be free and the inborn longing for self-development and self-expression cannot be permanently submerged by those few who in times of crisis seize temporarily the power to control and stultify the lives of many.

But this ultimate faith of ours in the triumph of humanity over bigotry calls for positive action, particularly at times when the human spirit is broken by sporadic fanaticism. Educators today are challenged as never before to deal realistically with this iniquitous blood theory which poisons the springs of civilization. The answer to barbarism has always been enlightenment. And this is still the answer. We shall measure men of all races and creeds by their achievement, their honesty of purpose, and their humility. We shall not turn our eyes back to the darkness of the Middle Ages for we know that our course toward human solidarity leads to a unity based on moral forces capable of meeting today's and tomorrow's crises."

J. W. STUDEBAKER,
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(From radio address over N.B.C. Network, November 17, 1938.)

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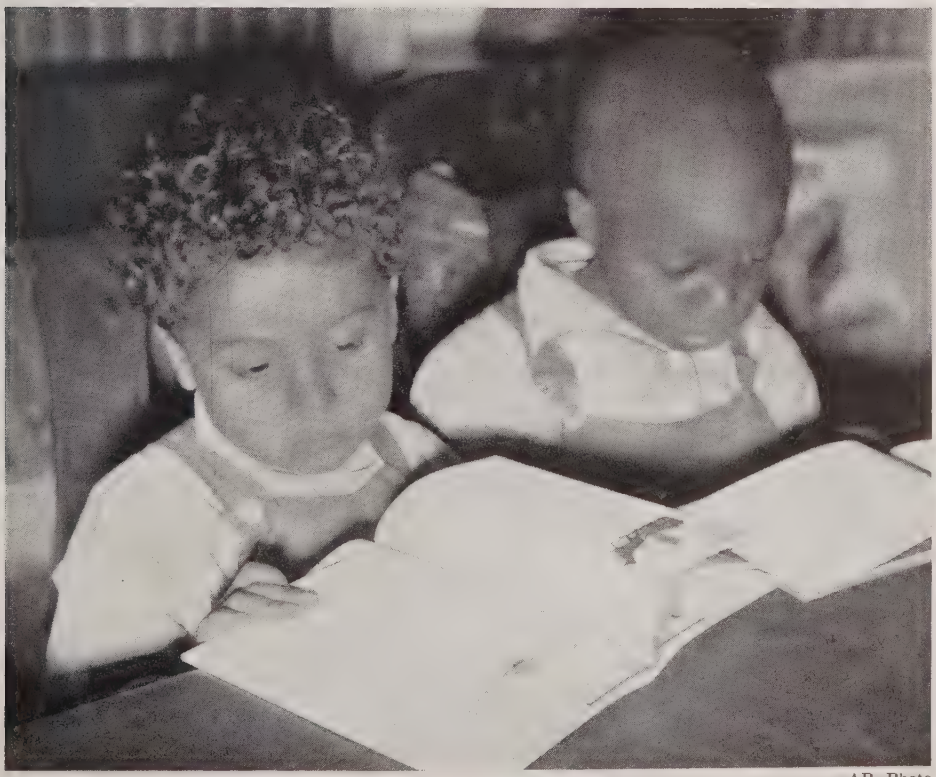

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons. Teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials. Also it will feature items of interest to school patrons, students and pupils. The magazine will serve as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes. *It also serves as the official organ of the American Teachers Association.*

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EDITORIAL COMMENT

OPPORTUNITY "PROCLAMATION"

THE most significant event in the life of Negroes since the Emancipation Proclamation, and the 13th, 14th, and 15th Amendments to the Constitution, was the recent opinion of the Supreme Court in the Gaines vs. University of Missouri case. *While the decision has specific reference to the provision of graduate and professional instruction for Negroes within the States, it implies that States must provide equality of opportunity to all its citizens in all matters concerned with public facilities.* The Supreme Court is to be commended for the broad and high conception of citizenship rights taken in this matter. The N.A.A.C.P. is to be congratulated on its courage, perseverance, and ability of its counsel in prosecuting the case. The public in general, and Negroes in particular, are admonished to study the decision carefully in order to ascertain its implications for enlarged opportunities to follow the *American Way* of life in their pursuit of happiness.

During this **Diamond Jubilee Period** (see January, 1937, issue of the OUTLOOK) real meaning has been given the Emancipation Proclamation, 75 years after its issuance, by this court decision. Teeth have been put in the "equality" clauses of the legislative acts concerning education of Negroes and whites in separate schools. Henceforth, the friends of Negro education will have the weapon of the courts as well as the force of public opinion and goodwill in their efforts to improve educational conditions of Negroes.

In order to see these opportunities clearly, to work for them wisely, and to use them effectively requires caution, courage, and cooperation. It is important that everyone concerned shall see that Negroes are prepared to accept the opportunities as they come. It is also important that no one allow himself to be coerced into offering facilities unless he be fully prepared to offer those that are equal to the best.

This decision raises many important questions, the answers to which can be found only by the exercise of imagination, insight, and intelligent consideration. Some of these questions are—

1. To what extent will it give impetus to the establishment of graduate and professional work in State-supported institutions?

2. In an effort to satisfy the requirements of the decision, will quality be sacrificed to speed and numbers?

3. Will there be a redoubled effort to improve the quality of undergraduate work?

4. What cooperative arrangements may be made among different public institutions or between public and private institutions in the same States?

5. In view of the tendency toward regionalization, could several States jointly establish and maintain a complete graduate program in one center, or partial program in different centers?

6. Will the decision hasten the day when Negroes will be accepted in the Southern white State Universities? If so, under what conditions will they be accepted?

7. Are there a sufficient number of prepared Negro teachers to supply the demand for graduate instruction which will follow in the wake of this decision? If not, where may assistance be found to finance their education? Where will they be educated and how will they be selected?

8. To what extent may this decision be applied to all phases of education and at all levels? And, will it raise the whole issue of the inequalities in the provisions now made—in housing, equipment, curriculum, term length, transportation, and salaries?

9. What relation will the decision have to the changing program and emphasis of philanthropic agencies?

10. What relation will the decision have to the increasing Federal interest in education?

11. What effect will be seen in the gradual tendency to establish segregated schools in northern States?

12. To what extent will Negro leadership rise to the occasion, and be given an opportunity to help plan, administer, and supervise the enlarged educational activities which will inevitably result from this decision?

The development of an educational statesmanship to meet the challenge offered by the rapidly moving march of education would be a crowning achievement during this **Diamond Jubilee of Negro Freedom.**

THE WOOD PILE

There is so much cheer in a big wood pile.
One feels the warmth that it can give,
To those who in the farm house live
For cold and wintry days ahead,
There is so much cheer in a big wood pile.

There is so much fun in a big wood pile.
One sees the glow of burning wood,
Fire flames leap in colors gay,
And shape themselves like things we know.
There is so much fun in a big wood pile.

There is so much hope in a big wood pile.
Of good warm meals from the kitchen clean,
Of home-grown food, for those who eat
Around our family table neat.
There is so much hope in a big wood pile.

We are grateful to nature for her part
In helping to grow trees big and strong
From which we may cut the wood
That brings us comfort, and lots of good.

—HELEN A. WHITING.

(From ALONG THE ROAD, verse for children, by permission of the author. This copyrighted collection of verse may be purchased for thirty-five (35) cents from Mrs. Helen A. Whiting, 61 Newcastle Street, S. W., Atlanta, Ga.)

Integrating School and College Subjects

Reid E. Jackson

In the September issue Dr. Jackson asserted that school subjects should not be integrated; and enunciated some implications of the basic assumptions of the democratic conception in education which he considered essential to his discussion—self-activity, creative activity, the curriculum, units of work. The discussion is concluded in this issue.

Need of Objectives

It is imperative that the *school formulate definite educational aims involving the development of attitudes, ideals, and skills necessary to living effectively in a democratic society.* These objectives should guide all activity carried on in the school. From time to time, I have had opportunity to survey the educational status of the Negro in several of the southern states. In many instances, I have queried the functionaries in these schools as to the objectives in their institutions. Either I have been met with blank gazes or half-worded re-statements of the pronouncements of some educational association or special committee. Some were frank enough to state that they did not have any! Well, all in all, these schools were like the proverbial drunkard who is going somewhere but does not know where he is going! Progress must be made in terms of a socially desirable goal. Similarly, schools must know the direction in which they are going. I do not mean to say that all schools are bereft of objectives. The persistence of the classical tradition all around us testifies to this fact. However, such objectives prove inadequate when the development of ability to adjust to practical and problematic situations becomes the order of the day in our schools. Particularly is this true when one considers the function of the school to be the crystallization of attitudes and philosophy of life. When the school is pervaded by such a purpose as I have described, integration becomes the process of reconciling conflicting ideals and situations, or pulling together of the life experiences of the individual. This statement leads us into another thought.

Life Problems and Integration

Teachers should make the life problems of the pupils the basis of school activity. This is just another way of saying that the "unit of work," in the school, is the unit of pupil experience. Perhaps a biological exposition of the learning process will serve well as a justification for this point of view. There are three elements involved in human activity incident to learning: (1) the organism; (2) the environ-

ment; and (3) an obstacle. Whenever an obstacle does not enter into the picture, the organism and the environment are in equilibrium—a state of quiescence. The moment, however, that an obstacle disturbs this state of affairs, a readjustment is necessary. The organism undertakes movements to restore itself to equilibrium by removing that obstacle. If the organism has old behavior patterns adequate to regaining its balance, then the task is a simple matter; but, all too often, it is not that simple. New behavior patterns must be formed to meet the situation. When this happens, learning is taking place. The organism is *experiencing* in a problematic situation.

What, you may be asking, does all this have to do with a unit of experience! It suggests that, if the basis of human behavior is the repeated attempts to maintain equilibrium, then the task of the school is to bring about the integration of personality. Equilibrium must be secured—not only between the individual but also between the individual and his environment. Let us pursue our point a little further. Life problems of pupils represent disturbed situations. Unless these problems are solved satisfyingly, the individual will develop a distorted personality. As long as we continue to teach facts—whether in the time-honored way or in the new-fangled fashion—we will be false to our task of making the pupil better able to adapt himself to perplexing situations. No manner of finesse in classifying subject-matter is a sure guarantee that the activities induced by such organization will meet the needs presented by the developing personalities of youth. It is a case of logical organization falling short of psychological need.

In the beginning, I said that school subjects should *not* be integrated. I submit the plea that the experiences of the individual—not school subjects—should be integrated. Does this view discount subject-matter? No!! In reality, it extends the scope and content of subject-matter. Subject-matter becomes more functional. Subject-matter, as a material, assumes broader proportions. Anything that is necessary to the solution of a problem is subject-matter, whether it be book, man, or tree. As Caswell and Campbell declare:[2]

> ". . . subject-matter can be determined only in terms of specified individuals at specified times. The facts, generalizations, information, or objects an individual uses in activities to promote a purpose which he is endeavoring to realize compose his subject-matter. . . . Use and understanding determine what is subject-matter for a learner rather than memory. Thus, classes that memorize a great many facts may not be gaining control of subject-matter at all."

As one can readily see, this definition of subject-matter is not one and the same as that of school subjects. School subjects represent the compartmentalization of facts in specific areas. According to one definition, school subjects are just

[2] H. L. Caswell and D. S. Campbell, *Curriculum Development*, Cincinnati, American Book Company, 1935, p. 250.

one of many kinds of potential subject-matter.

When the pupil is confronted with the job of working out a unity in his experiences, he — not the teacher — primarily should select those facts from the traditional subject-matter areas which are pertinent to achieve that unity. This, moreover, should be done with an utter disregard for subject-matter boundaries. The guide line should be the problem to be solved and not the subject-matter area which is tapped. This is not an idle caution, either, for, so many times, our survey courses are just a conglomerate mass of facts which induce disintegration rather than integration of experiences. Furthermore, it should be pointed out that when pupil experiences serve as the basis of integration, there are not any fixed and unalterable relationships between subjects and life problems. These relationships must change as the life situations themselves change! And that, precisely, is what does *not* happen when one correlates school subjects. Fixed and static relationships are set up which do not function dynamically in the life experiences of the individual. We must content ourselves with this explanation of the aforementioned principle and hasten on to the next suggestion.

Administration and Integration

In order to provide a frame of reference for the integration of pupil experiences, a more democratic form of administration and supervision should prevail. Our traditional form of administration has done much to draw department lines—especially on the college level. We have set up such an iron-clad routine, in so many cases, that nearly every act must be preceded by an order from above. I am not talking against a science of school administration, mind you. I am saying merely that our science of school administration is inadequate in a democratic situation. To be consistent with the democratic concept, all individuals, as they are organically fitted to do so, should participate in the formulation of administrative policies and procedures. What, then, does democratic administration and supervision mean for the integration of pupil experiences? It means a sharing of activities in which all involved in the teaching-learning situation place their shoulders to the wheel in an attempt to aid the pupil in the realization of unity in pupil experiences.

Usually, college teachers are so much concerned with preserving the integrity of their specialized areas that they lose sight of the pressing needs of the pupils under their guidance. This may be rather an extreme view, but *college teachers should not teach courses.* They should be specialists in their particular fields who join hands with specialists in other fields to guide the activities of the pupil in his endeavor to solve his life problems and thereby achieve unity in experience. This is not hardly possible under our present form of administration. It remains for admin-

istrators to reorganize their set-up so that people will really work *together* rather than *against* each other. Education is the same venture for all teachers, their subject-matter fields to the contrary notwithstanding. All are—or should be—working towards the same objectives, and there are specific contributions which their areas can make to these ultimate goals. Democratic administration and supervision will facilitate this process, if school administrators will but awaken from their lethargy. An encouraging sign is the warning notes sounded, in this connection, by Newlon, Strayer, Dewey and others at the recent meeting of the National Education Association in New Orleans.

Teachers' Personality

My last suggestion I can dispose of in a few words. *Teachers, themselves, should be integrated in personality.* Say what you may, pupils emulate the activities of their teachers. It is pretty difficult to conceive of a teacher, emotionally maladjusted, attempting to guide the pupil towards an integration of personality. The fretful, weak, and inconsistent teacher is, in most instances, unable to influence pupils in the resolving of their conflicts. This is a challenge, in particular, to the teacher-training institutions and those who select teachers.

The purpose of the school is to provide a rich challenging environment involving actual participation in social living, through which each pupil is stimulated and guided in the continuous reorganization of his experience in the direction of a consistent, ever expanding life program and a responsible role in a dynamic society.[3] This purpose can be achieved—not by correlating school subjects—but by integrating pupil experiences.

[3] This represents a statement of the purpose of the Ohio State University Schools and one that is acceptable to the writer.

A REQUEST

Many subscribers have been extended the courtesy of deferring their payments to some future date. It will enable us to serve them better, without interruption, and with greater economy, if such subscribers would send in their remittance when due without our having to send a bill. Cooperation in this will enable us to reduce our overhead expenses and to transfer the saving effected to the improvement of the service of the magazine. Thanks!

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Columbia University Study Group on Tour

Nineteen Negro and thirty-five white educators and social workers composed the Columbia University study group which toured Nova Scotia and Cape Breton Island, August 15-September 3, 1938. The tour was organized and directed by Miss Mabel Carney, professor of rural education in Teachers College and its purpose was to study the Cooperative movement — its philosophy, development and present status—in Nova Scotia and the Maritime provinces. The party spent five days at Antigonish attending a Conference of rural educational and industrial workers held at St. Francis Xavier University. Following this the group traveled about eight hundred miles through Cape Breton Island visiting credit Unions, cooperative dairies, lobster and fish canneries, department stores, smaller groceries and art centers. In each place, the officers and workers connected with the project told the story of its founding and development and what the project had meant in both the material and spiritual life of the people.

The tour ended with a trip through the historic Evangeline Country and down the beautiful Annapolis valley to Digby where the party disbanded. Some members returned by the way of Yarmouth and Boston. Others crossed the Bay of Fundy to St. Johns, New Brunswick and followed route One down the New England coast.

PART OF STUDY GROUP ON CAMPUS OF ST. FRANCIS XAVIER UNIVERSITY, ANTIGONISH, N. S.

Following were the colored members of the party and their locacations.

District of Columbia:

Dr. Althea Washington—Howard University, Washington.

Mrs. Mary O. Williamson—Washington.

Louisiana:

Mrs. Ida Nance Givens—Jeanes Supervisor

Mrs. Loretta Griffin — Southern University.

Mrs. O. R. Jones—Webster Parish Training School

Mrs. Eliza Lawless — Principal, Minden.

Miss Albertine Parker — Grambling Normal School.

Mrs. Maggie Ringgold—Jeanes Supervisor.

Maryland:

Dr. Miles W. Connor—President, Coppin Teachers College, Baltimore.

Mrs. Miles W. Connor—Teacher, Dunbar Junior High School.

Dr. Arthur J. Payne—Pastor, Baltimore.

Mrs. Arthur J. Payne—Teacher, Washington Junior High School.

North Carolina:

Dr. C. S. Holliday—Physician, Statesville.

Mrs. C. S. Holliday — Jeanes Supervisor.

Miss Juliette V. Phifer—Teachers College, Fayetteville.

Dr. Thompson — Johnson C. Smith, Charlotte.

Miss Alice A. Smith—Teachers College, Winston-Salem.

Ohio:

Miss Anne O. H. Williamson—Wilberforce University.

Pennsylvania:

Mrs. Edith V. Harrison—Teacher, Philadelphia, Pa.

—Miles W. Connor.

Carver and Chemurgy

Forty-two Years of Creative Research

Austin Wingate Curtis

The last in a series of three articles on the life and work of Dr. George W. Carver by his assistant.

George W. Carver was born in Diamond Grove, Missouri, and when about 9 months old was stolen from there, along with his mother, by a band of raiders from Arkansas. His master, Moses Carver, sent a messenger with a fine blooded horse and a sum of money to retrieve his stolen slaves from their kidnapers, but by the time they were overtaken, the mother had disappeared and the little boy was half-dead with whooping cough. Young Carver was returned in exchange for the sum of money and the race horse. Here on the plantation he grew up in company with his older brother.

Moses Carver was a kindly man and when he discovered the boy's interests in flowers, insects, and everything in the woods, he gave him unusual freedom and allowed him to pursue these interests. He also allowed him to go to a small settlement eight miles away to attend a school for colored children. George Carver soon mastered all there was to learn there. Placed on his own resources and determined to get more education, he begged a ride in a wagon to Fort Scott,

Kansas. Thus at the age of 12 he turned his face toward his cherished goal—a college education. Young Carver never accepted financial assistance to defray the expenses of his college education, except in return for services that he rendered. Despite handicaps, the future scientist was graduated from the high school in Minneapolis, Kansas, and entered Simpson College, Iowa. Here he studied music and art in addition to his regular course. Tuition was earned by work in the college laundry.

The next several years were spent at Iowa State College, where he was graduated from the Agricultural Department, took his master's degree and accepted a position on the staff. A year later his services were secured by Dr. Booker T. Washington to join the agricultural staff of Tuskegee Institute. A few years later when the school was reorganized into departments, Professor Carver became Tuskegee's first Director of Agriculture. From this position he was in time transferred to become director of the State Agricultural Experiment Station and Consulting Chemist at Tuskegee Institute.

Each year, beginning early in February and continuing for many weeks, Dr. Carver's apartment and office are a mass of color as a result of many years of untiring work of developing Amaryllis. The clearness of their colors and size of their blooms readily show the result of years of intricate crossing. His interest in and breeding of Amaryllis began while he was a student at Iowa College. His work at that time with the Amaryllis was his original work in partial fulfillment of the requirements of his master's degree. The subject of his thesis was, "The Improvement of Plants by Man." Through all these years the improvement of these plants has gone on and is still being carried on. He not only has written concerning the improvement of plants by man, but has concrete evidence to show what can be done by man in a desire to obtain perfection in plants. The variety, beauty of color, quality and size of flowers, that have been obtained by Dr. Carver only partially exemplifies his great love of plants.

In October, 1896, the year Dr. Carver came to Tuskegee, the conditions, from an agricultural standpoint, that he found here were quite different from those of the fertile lands of the mid-west. But with keen vision and forethought, he saw in this section of the country, that he loves so well, possibilities for the South to become the industrial and agricultural center of the nation. The development of Southern resources was his byword, "Make use of these things that have been lavished upon us," was his constant text. The observant and artistic eye of Dr. Carver was attracted by the potentialities of the beautiful, and varied hues of "Alabama Clays." From these clays he developed stains and varnishes. In his lectures and

writings he stresses the value of these clays in ceramic work, but he never mentioned the experiments he had carried out with the clays from this angle. In his office, however, you will find some of his work with clay such as bud vases, flower vases, and containers for miscellaneous articles. In these objects just mentioned you find an individualistic touch that has a most pleasing and lasting appeal to the aesthetic side of an individual.

Dr. Carver, a great humanitarian, never thinking of himself, but only of the man lowest down, saw the plight of the Southern farmer and sought to aid him. To make use of conditions, found here in the South, which are adequate for an extensive farm program, Dr. Carver advocated diversified farming. Seeing what was being done to the soil by the South's only staple crop, "King Cotton," Dr. Carver strove to offset this by disseminating information to the farmers in bulletins which were written in a very simple way so that those with the most meagre education could read them with understanding and follow the simple directions. The bulletins, numbering 43, have been of inestimable value not only because of their simplicity, but also because of the vital subjects of which they treated. These bulletins written for the South have attracted international attention and admiration.

To improve further the financial condition of the farmer, Dr. Carver began his experiments in an attempt to find new uses for the crops grown. From the peanut more than 300 products have been developed, not including the peanut oil that is performing a great service to humanity. The peanut oil has attracted much attention due to its use in the successful treatment of the residual effects of infantile paralysis. From the sweet potato 118 products have been developed. Many years ago Dr. Carver stressed the importance of fuel alcohol made from sweet potatoes, and since that time, wide publicity has been given to its possibilities by the findings of various research chemists north and south. From indigenous plants several hundred water colors and dyes have been extracted which are alluring and lasting. From the clays, beautiful stains, pigments, varnishes, face powders and many other products have been developed.

In 1930 when the price of cotton had dropped to a starvation level, Dr. Carver, with cotton lint in his arms, entered his laboratory to emerge with cotton paving blocks. Since Dr. Carver's experiment and statement on the utilization of cotton in road building, a number of miles in various sections of the South have been completed and are now in use. Thus, as in most instances, his greatest discoveries have come as a result of his thinking only in terms of relieving the suffering of others.

Dr. Carver, as an authority in botany, has been recognized by

leading botanists of the country. While discussing plants with him, one is inspired to learn more about these "living beings" that are an essential part of our existence. The plants that surround us, and are just so many objects to most people, are each an outstanding individual to him. These plant companions are all known by their respective names and recognized from distances as great as characteristics are distinguishable.

On August 1, 1935, Dr. Carver was appointed Collaborator for the United States Department of Agriculture. This signal honor was a tribute to his valuable Mycological contributions. A report of Dr. Carver's latest Mycological contribution appeared in *The Plant Disease Reporter,* issued by Division of Mycological and Disease Survey, Bureau of Plant Industry, United States Department of Agriculture as follows: "Dr. G. W. Carver, of the Tuskegee Institute in Alabama, sent a specimen of Pandanus javanicus variegatus attacked by Diplodia natalensis. He writes that one large plant, with stalks two-and-a-half inches in diameter, was killed by the fungus. The Survey has no other record of the fungus on Pandanus."

The statement quoted from *The Plant Disease Reporter* is one of many hundreds of Mycological contributions by Dr. Carver. These many and varied achievements are enlightening, and indicate his mastery in many fields of science.

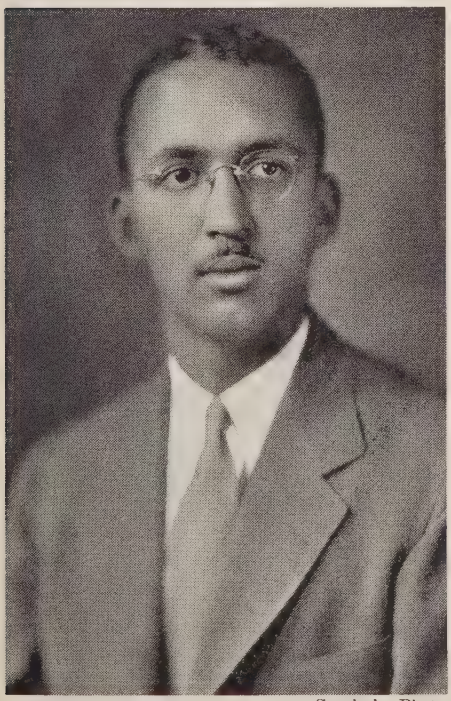
Modern Torch Bearers

In the June issue we published a group picture of most of the Negroes holding executive positions in the Federal Government at Washington. The following is one of a series of brief sketches of the offices over which these executives preside. We are presenting them in an effort to give our readers an opportunity to become better acquainted with their functions and services.

Office of Adviser on Negro Affairs, United States Department of the Interior

The office of Adviser on the Economic Status of Negroes was created by the Secretary of the Interior, Harold L. Ickes, within a few months after the advent of the New Deal. It came into being as the first sign of recognition of the fact that there is a Negro problem deserving of official notice and treatment. The Adviser, Dr. Clark Howell Foreman, was encouraged to work out whatever schedule for the office he thought of greatest benefit to those he represented.

Dr. Robert C. Weaver, who was added to the office as associate to Dr. Foreman in 1933, was elevated to the position of Adviser in November, 1934. At this point the title of the office was officially changed to the simpler, more inclusive "Adviser on Negro Affairs." At various times, Mr. John P. Murchison and Mr. Dewey R. Jones have been associated with the office as Associate Advisers. In January, 1938, Dr. Weaver accepted a position as Special Assistant to the Administrator of the United States Housing Authority, and in August, 1938, Mr. William J. Trent, jr., was appointed to succeed him.



Scurlock Photo

WILLIAM J. TRENT, JR.

The office of the Adviser on Negro Affairs is mainly concerned with securing maximum Negro participation in the programs under the jurisdiction of the Department of the Interior and the Public Works Administration. This involves integration of Negroes into the activities conducted by these two governmental agencies, employment of Negroes on projects financed by the Department of the Interior and PWA, and the direct employment of Negroes by these agencies.

In the Department of the Interior personnel problems of Negro employees and the participation of Negroes in all phases of the programs of the various divisions comprise the major part of the work of the office. In addition to activity in connection with the original placement of the workers, persons who seek to improve their status come in for consultation. Conferences are held with department executives seeking information and advice on Negro personnel problems. In these conferences complaints, requests and suggestions from Negroes in the Department are submitted to executives with recommendations. This phase of the work is primarily local in character; however, other activities are national in scope due to the widespread nature of the functions of some of the divisions. Two illustrations of this long-range program are the Recreational Division of the National Park Service and the program of the Bureau of Reclamation.

The National Park Service has embarked on a program of organized camping for the underprivileged. With full realization that any such program must of necessity include Negroes in the South and Southeast, Negro areas were designated, upon the recommendation of the Adviser. As a consequence, a number of these organized camps have been made available to Negroes in several Southern states. In the State of Washington, the Bureau of Reclamation is building the Grand Coulee Dam. It was through the interest of the Adviser that Negroes were first employed on this gigantic structure. Since that time, hundreds of Negroes have secured work there in various capacities.

The other phase of the activities of the office of Adviser on Negro Affairs is concerned with the program of the Public Works Administration. Here, in addition to the personnel work, there has been a great deal of cooperation with groups of Negroes in various communities throughout the country in several aspects of the program as it affects them. Groups have been advised of the proper procedure to use in presenting their institutional and community needs to the proper local governmental authorities. After the PWA grants had been made, it then became the concern of the office to advise local groups how they might go about securing full participation of Negro labor on these projects. The very nature of these PWA grants has necessitated local action with the Adviser on Negro Affairs in a consultative and advisory capacity. Before the creation of the United States Housing Authority, all federal low-rent housing was administered under the PWA. Full participation of Negroes in all phases of this program was secured from the beginning.

This office is concluding a half-million dollar survey of the training and employment of Negro white-collar and skilled workers. Two reports of this survey have been prepared: Volume I, containing statistical information about the urban Negro worker was released in June of last year, and Volume II is now at the Government Printing Office. In the meantime 25 WPA workers are at work compiling data that will be used in the third volume of the series. Already the interest shown in these studies by social workers, colleges, and persons interested in labor and racial problems, has proved the project to have been fully worthwhile.

These activities merely illustrate the wide range of activities that are undertaken by the office of the Adviser on Negro Affairs. Every effort is continually being made to secure full integration of the Negro in all of the activities of the New Deal as they affect the Department of the Interior and associated agencies.

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Library Facilities for Negroes in Mississippi

DOROTHY M. MCALLISTER

Four facts were revealed by this cursory survey of library facilities for Negroes in Mississippi. First, that library facilities are deplorably inadequate; second, that eleven of the seventeen libraries are school or college libraries; third, that the southern and northern sections of the state are practically barren of libraries; fourth, that where Works Progress Administration libraries have been established the citizens, white and colored, are working enthusiastically for their improvement and permanency.

Questionnaires were sent to the four state approved colleges, the three state approved junior colleges, the four accredited public high schools, the two Carnegie libraries, and the four Works Progress Administration libraries whose names were submitted by Miss Elizabeth Robinson, State Supervisor, Works Progress Administration Project. Responses were not received from five of the schools and colleges though it is assumed that each has a library because a library is required by the state accrediting commission. Nor were responses received from the public libraries at Meridian and Mound Bayou.[1] However, it is unlikely that their replies would materially change the general picture portrayed in the accompanying chart.

An even more complete picture of the inadequate library facilities for Negroes is revealed by the following statistics which include also a few facts on the economic status of the Negro:

Total Negro population	1,009,718[1]
Negroes with library service (4.68%)	47,210
Number of public libraries serving Negroes	2[2]
Per capita annual income, 1929-33 (Negro and white)	$160[2]
Negroes ten years old and over	765,058[3]
Negroes over ten years and gainfully employed (63.8%)[3]	488,412

Mr. Wilson found in his study[4] that to a large extent a high degree of correlation existed between the expenditure for public library purposes and the per capita income.

Outside Aid Needed

When one considers the preceding facts he realizes that increased federal and state aid and more support from philanthropic individuals and organizations are imperative for remedying conditions in Mississippi. Although the American Library Association has been working for several years for Federal and

[1]Negro Yearbook 1937-38 (Tuskegee Institute; Negro Book Publishing Company, 1937), p. 178.

[1]Louis R. Wilson, The Geography of Reading (Chicago: University of Chicago Press, 1938), p. 33.

[2]Wilson, op. cit., p. 357.

[3]U. S. Census, Negroes in United States, 1920-32, p. 30.

[4]Wilson, op. cit., p. 361.

DATA ON LIBRARIES FOR NEGROES IN MISSISSIPPI

	Source of Support	Book Fund	Collection Classified and Catalogued	Hours	Aver. Daily Circul.	Community Use	Librarian's Training	Assistants Number & Training
Colleges								
Alcorn (Alcorn)	State	$5,000	Yes	8:30 A. M.-12 M. 1:30 P.M.-5:30 P.M. 7:00-10:00 P.M.			A.B. B.S. in L.S Hampton Institute	9 students 1 full time A.B.
Jackson (Jackson)	No reply							
Rust (Holly Springs)	No reply							
Tougaloo (Jackson)	American Missionary Ass'n	$900	Yes	8:00 A.M.-12 M. 1:30 P.M.-5 P.M. 7:00-9:00 P.M.	75-100 vols.	Discussion groups, P.-T. Ass'n circulate books to few citizens	A.B. B.S. in L.S Columbia University	3 students 1 part time jr. col. grad.
Junior Colleges								
Mary Holmes Seminary (West Point)	Church contributions	$45.00 the past year; Varies.	Yes	7:30 A.M.-9:30 P.M.	150			3 students
Okolona Industrial School (Okolona)	No reply							
Southern Christian Inst. (Edwards)	United Christian Missionary Soc'y of the Disciples of Christ; Student fees	$408.59	Yes	8:15-11:50 A.M. 1:00-2:45 P.M. 3:30-4:00 P.M.	20	Book truck service to three communities	A.B. B.S. in L.S. Peabody Lib. Sch., Nashville, Tenn	3 students
High Schools								
Coahoma County Agricultural High School (Clarksdale)	City and county Rosenwald Fund	$260	Yes	8:00 A.M. to 4:00 P.M.	50	Discussion groups, etc.	Summer* library course at Fisk University	
G. W. Brumfield (Natchez)	No reply							
Magnolia (Vicksburg)	Contributions from public and from Parent-Teacher Association	Varies, $250 last year	Yes	8:30 A.M.-4:30 P.M.	115	Discussion groups; open to public during regular hours	Summer* library course at Prairie View	5 students
Thirty-Third Ave. (Gulfport)	No reply							
W.P.A. Bay St. Louis	Gifts of second-hand books from community and white library	None	No	Every day except Friday and Sunday		Yes	NYA worker grammar school graduate	None
Greenville	No reply							
Greenwood	Gifts (see letter quoted)	None	No	6 hours daily	60	Enrolled 400 readers	3 NYA workers H.S. Graduates	
Macon	Contributions of community of books and money	Varies, very small	Yes	33 hours a week	10	Yes	H.S. graduate	
Public								
Mound Bayou	No reply							
Meridian	No reply							

*On the request of the American Library Association, the General Education Board appropriated money for a three-year project to provide instruction for Negro teacher-librarians in the South at Hampton, Fisk, Atlanta, and Prairie View (Texas) State Normal and Industrial College.

state aid for the promotion and support of libraries throughout the United States, this has not affected to any great extent libraries for Negroes. In the southern states special effort will be necessary for libraries for Negroes, because the separation of the races is mandatory, and because, unlike public education, library service is not compulsory for Negroes. Grants from the Carnegie Corporation, the Julius Rosenwald Fund, and the General Education Board have done much toward the improvement of library conditions for the Negroes but their good results are almost lost in the overwhelming need. Thus far the book funds provided by the state or city are small, and when the Works Progress Administration organized libraries in the forty-eight counties only four were organized for Negroes. It is hoped that this does not indicate that the disparity which exists in the support of Negro and white schools will be duplicated in the appropriations for libraries.

Negroes Awake to Problem

However, as depressing as the picture is it is not entirely hopeless. The Negro citizens are at least library conscious, as demonstrated by their own efforts to provide libraries with but little aid from outside sources. In Clarksdale the Negroes contributed about $1,100, approximately one-third of the building cost. In other cities in the South where libraries have been established the Negro citizens themselves have contributed labor, money, or buildings.[5] The fact that the majority of the libraries are in the schools and colleges is a good omen, because the students knowing the benefits of a library will go out into communities and serve as leavening agents. The Works Progress Administration libraries especially are pregnant with possibilities. These libraries have reached many people who would not have been reached or interested had libraries been established in the customary manner. In every case the reports from the Works Progress Administration libraries stated that the library workers gave many hours of volunteer work. They have demonstrated that the white citizens of a community are also interested in providing library facilities for Negro citizens. Particularly impressive and encouraging is the letter from Mrs. Viola Sanders, Project Supervisor of Leflore County Libraries, Greenwood, Mississippi. Let me quote her inspiring account of the establishment of the Wesley Community Library so that others may follow her example:

"Wesley Memorial Methodist Episcopal Church, of Greenwood, Mississippi, had among its visitors at the opening of the Wesley Community Library thirty of the leading white citizens of the city, including Mayor G. L. Ray; Prof. W. C. Williams, superintendent of the city schools; Mrs. J. A. Diggs, supervisor of WPA libraries; Mrs. Viola Sanders, county supervisor of Leflore County; Mr.

[5]Tommie Dora Barker, Libraries of the South (Chicago: American Library Association, 1936), p. 51.

Saunders Smith, supervisor of the city library.

"Mrs. Edward Chapman, of Washington, D. C., National Library Consultant, was a recent visitor in the library and gave constructive suggestions as to how to carry the work on.

"Wesley Library workers have been increased from one to three, and the hours have been increased from three to six. The present staff consists of Mrs. M. L. Nero, Miss Lerlie Mae Williams, and Miss Bessie Baker. These ladies have enrolled more than four hundred readers, and the average is about sixty. They have circulated one thousand books, two hundred magazines, and one hundred papers, and the list is increasing daily as the people get acquainted with the project.

"The library will be permanent, since the books were solicited for and designated by the donors for Wesley. The people of Wesley Memorial gratefully acknowledge the inestimable service of Mrs. Harriet J. Magee, the wife of Bishop J. Ralph Magee, who selected the library as her project while the bishop was holding conference last year. She set herself to the task of securing books and papers, had interested twelve pastors of the St. Paul Area by March 18, and shipped 3,000 volumes prepaid. A few days later 4,000 volumes were shipped by the Men's Club, of Hennepin Avenue Church, of Minneapolis, Minnesota, of which Dr. C. B. Banes is pastor. The cost of $200 to ship the books was prepaid, and Mrs. Magee has even sent money to make shelves. There are 7,000 volumes of books and about 2,000 magazines and 550 papers.

"Mrs. Magee has kept in touch with the workers and the pastor. A recent letter from her brought the news that more books were on the way. We now have 10,000 volumes, including the old ones. The visit of Bishop and Mrs. Magee will long live in the memories of the people of Greenwood."

I suggest the following steps in trying to secure a library for your community:

1. Talk with and secure the support of influential Negro and white citizens of the community.
2. Interest the various church and community organizations, such as the Parent-Teacher Associations, federated and social clubs, the Y.W.C.A., the Y.M.C.A. and Boy Scouts in the project.
3. Put on a publicity campaign for books, magazines, and volunteer services.
4. Write to the State Library Commission, telling what you have already accomplished and asking for suggestions and aid.
5. Enlist the aid of the following philanthropic agencies: General Education Board, New York City; Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois; Carnegie Corporation of New York, 522 Fifth Avenue, New York City; Phelps Stokes Fund, 101 Park Avenue, New York City.
6. Encourage public schools to win the cooperation and support of the city and state superintendents and the boards of education.

Communities in Texas, Louisiana, South Carolina, and other southern states have used some of the above suggestions with success. The departments of education and the library commissions will furnish literature describing details of their methods of organizing libraries.

Tips to Teachers

An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.

The Advisory Committee on Education

**The Federal Government and Education* (10c), a summary of findings and proposals of the Advisory Committee on Education which were included in a larger report published last spring. The Committee has also issued the following publications: *Selected Legal Problems in Providing Federal Aid for Education,* by Robert R. Hamilton (15c); *Vocational Rehabilitation of the Physically Disabled,* by Lloyd E. Blauch (15c); *Library Service,* by Carleton B. Joeckel (15c); *The National Youth Administration,* by Palmer O. Johnson and Oswald L. Harvey (15c); and *Public Education in the District of Columbia,* by Lloyd E. Blauch and J. Orin Powers (20c).

Office of Education

**School Use of Visual Aids,* by Cline M. Koon (Bulletin 1938, No. 4, 10c). An interpretative study of the data collected in the National Survey of Visual Instruction in Elementary and Secondary Schools which includes some invaluable references.

**College Projects for Aiding Students,* by Fred J. Kelly and Ella B. Ratcliffe (Bulletin 1938, No. 9, 10c). An account of the ways in which some colleges are handling the problem of caring for their financially needy students. Presented are projects of St. Augustine's College, Florida A. & M. College, Bishop College, Bethune-Cookman College, and Hampton and Tuskegee Institutes.

**The Elementary School Principalship,* by Bess Goodykoontz and Jessie A. Lane (Bulletin 1938, No. 8, 10c.) A study of some aspects of its development and status, which considers data about the principalship in city elementary schools, training opportunities, and certification. Particularly valuable is the summary of state regulations governing the certification of elementary school principals in the 21 States which had special certificates for them on September 1, 1937.

**Nature and Use of the Cumulative Record,* by David Segel (Bulletin 1938, No. 3, 10c). Describes types of cumulative records found in different school systems; makes practical suggestions for cumulative record keeping; suggests ways of recording different types of items and outlines the purposes for which the cumulative record may be employed.

**The School Custodian,* by James Frederick Rogers, M. D. (Bulletin 1938, No. 2, 10c). A survey of custodial service; selection, training and supervision in large and small city schools.

**Offerings and Registrations in High School Subjects, 1933-34,* by Carl A. Jessen and Lester B. Herlihy (Bulletin 1938, No. 6, 15c). A survey of the secondary school curriculum, replete with tabular materials.

**Preparation for Elementary School Supervision,* by Mary Dabney Davis (Bulletin 1937, No. 18, 15c). A survey of the opportunities offered by normal schools, teachers colleges, universities, and colleges of arts and sciences for the preparation of supervisors of elementary school instruction as revealed by a study of the institutions' catalogs and by replies to a questionnaire. Three institutions for Negroes are included in the survey.

**A Survey of Courses of Study and Other Curriculum Materials Published Since 1934,* by Bernice E. Leary (Bulletin 1937, No. 31, 20c). A study made to determine current practices in curriculum construction as revealed through courses of study, and to discover current tendencies within the content of the courses themselves among various subject fields. It includes curriculum materials for both elementary grades and high schools, from state, city, and county courses of study.

**Duties and Responsibilities of the General Household Employee,* by Marie White (Voc. Ed. Bulletin No. 194, 1938, 10c). A study made to ascertain from data collected through questionnaires, bases for determining content for vocational courses in household employment.

Other Sources

**Racial Inequalities in Education,* a pamphlet (published and distributed by The National Association for the Advancement of Colored People, 69 Fifth Ave., New York City), containing data about this important subject and outlining the campaign to remedy the situation.

**The Way of Life at Bennett College* (Volume 13, No. 1 of *The Bennett Bulletin,* published quarterly at Greensboro, N. C.), an illustrated account of the College's activities.

**Guide to Life-Related Teaching in the Negro High Schools of Georgia,* (Bulletin No. 4A, Division of Negro Education, State Department of Education, Atlanta, Ga.) A study guide in the Georgia Program for the Improvement of instruction in the Public Schools, M. W. Thompson, Director, L. M. Lester, Associate Director. Cooperating in preparing the Guide were Mrs. Helen A. Whiting, of the Division of Negro Education, Principal L. F. Palmer, of Newport News, Va., and principals, teachers and supervisors of the curriculum seminar groups at Atlanta University.

**Mississippi's Negro Rural Schools,* by P. H. Easom and J.

A. Travis, State Agents (Bulletin No. 94, 1938, issued by J. S. Vandiver, State Superintendent of Education, Jackson, Miss.). Suggestions for the improvement of the Negro Rural Schools in that State. Also available are two mimeographed items: *Attitudes of Some of Our Leading Mississippians Toward Negro Education, 1938,* and *Some Facts About Negro Schools in Mississippi.* The latter contains invaluable tabular material for possible research use.

The Supreme Court Decision in the Case of Lloyd Gaines vs. The University of Missouri

(Believing that our readers might wish to have this history-making document available for present and future reference, we are publishing it in this issue of our magazine in keeping with our policy of rendering to them any service which is deemed helpful to the cause of the education of Negroes.—Editor's Note.)

SUPREME COURT OF THE UNITED STATES

No. 57.—October Term, 1938.

State of Missouri, at the relation of Lloyd Gaines, Petitioner,
vs.
S. W. Canada, Registrar of the University of Missouri, and the Curators of the University of Missouri.

On Writ of Certiorari to the Supreme Court of the State of Missouri.

[December 12, 1938.]

Mr. Chief Justice Hughes delivered the opinion of the Court.

Petitioner Lloyd Gaines, a Negro, was refused admission to the School of Law of the State University of Missouri. Asserting that this refusal constituted a denial by the State of the equal protection of the laws in violation of the Fourteenth Amendment of the Federal Constitution, petitioner brought this action for mandamus to compel the curators of the University to admit him. On final hearing, an alternative writ was quashed and a peremptory writ was denied by the Circuit Court. The Supreme Court of the State affirmed the judgment. 113 S. W. (2d) 783. We granted certiorari.—U. S.—.

Petitioner is a citizen of Missouri. In August, 1935, he was graduated with the degree of Bachelor of Arts at the Lincoln University, an institution maintained by the State of Missouri for the higher education of Negroes. That University has no law school. Upon the filing of his application for admission to the law school of the University of Missouri, the registrar

advised him to communicate with the president of Lincoln University and the latter directed petitioner's attention to Section 9622 of the Revised Statutes of Missouri (1929), providing as follows:

"Sec. 9622. *May arrange for attendance at university of any adjacent state—Tuition fees.*—Pending the full development of the Lincoln university, the board of curators shall have the authority to arrange for the attendance of Negro residents of the state of Missouri at the university of any adjacent state to take any course or to study any subjects provided for at the state university of Missouri, and which are not taught at the Lincoln university and to pay the reasonable tuition fees for such attendance; *provided* that whenever the board of curators deem it advisable they shall have the power to open any necessary school or department. (Laws 1921, p. 86, § 7.)"

Petitioner was advised to apply to the State Superintendent of Schools for aid under that statute. It was admitted on the trial that petitioner's "work and credits at the Lincoln University would qualify him for admission to the School of Law at the University of Missouri if he were found otherwise eligible." He was refused admission upon the ground that it was "contrary to the constitution, laws and public policy of the State to admit a Negro as a student in the University of Missouri." It appears that there are schools of law in connection with the state universities of four adjacent States, Kansas, Nebraska, Iowa and Illinois, where non-resident Negroes are admitted.

The clear and definite conclusions of the state court in construing the pertinent state legislation narrow the issue. The action of the curators, who are representatives of the State in the management of the state university (R. S. Mo., Sec. 9625), must be regarded as state action. The state constitution provides that separate free public schools shall be established for the education of children of African descent (Art. XI, Sec. 3), and by statute separate high school facilities are supplied for colored students equal to those provided for white students (R. S. Mo., Secs. 9346-9349). While there is no express constitutional provision requiring that the white and Negro races be separated for the purpose of higher education, the state court on a comprehensive review of the state statutes held that it was intended to separate the white and Negro races for that purpose also. Referring in particular to Lincoln University, the court deemed it to be clear "that the Legislature intended to bring the Lincoln University up to the standard of the University of Missouri, and give to the whites and Negroes an equal opportunity for higher education—the whites at the University of Missouri, and the Negroes at Lincoln University." Further, the court concluded that the provisions of Section 9622 (above quoted) to the effect that negro residents "may attend the university of any adjacent State with their tuition paid, pending the full development of Lincoln University," made it evident "that the Legislature did not intend that Negroes and whites should attend the same university in this state." In that view it necessarily followed that the curators of the University of Missouri acted in accordance with the policy of the State in denying petitioner admission to its School of Law upon the sole ground of his race.

In answering petitioner's contention that this discrimination constituted a denial of his constitutional right, the state court has fully recognized the

obligation of the State to provide Negroes with advantages for higher education substantially equal to the advantages afforded to white students. The State has sought to fulfill that obligation by furnishing equal facilities in separate schools, a method the validity of which has been sustained by our decisions. *Plessy* v. *Ferguson,* 163 U. S. 537, 544; *McCabe* v. *Atchison, Topeka & Santa Fe Rwy. Co.,* 235 U. S. 151, 160; *Gong Lum* v. *Rice,* 275 U. S. 78, 85, 86. Compare *Cumming* v. *Board of Education,* 175 U. S. 528, 544, 545. Respondents' counsel have appropriately emphasized the special solicitude of the State for the higher education of Negroes as shown in the establishment of Lincoln University, a state institution well conducted on a plane with the University of Missouri so far as the offered courses are concerned. It is said that Missouri is a pioneer in that field and is the only State in the Union which has established a separate university for Negroes on the same basis as the state university for white students. But, commendable as is that action, the fact remains that instruction in law for Negroes is not now afforded by the State, either at Lincoln University or elsewhere within the State, and that the State excludes Negroes from the advantages of the law school it has established at the University of Missouri.

It is manifest that this discrimination, if not relieved by the provisions we shall presently discuss, would constitute a denial of equal protection. That was the conclusion of the Court of Appeals of Maryland in circumstances substantially similar in that aspect. *University of Maryland* v. *Murray,* 169 Md. 478. It there appeared that the State of Maryland had "undertaken the function of education in the law" but had "omitted students of one race from the only adequate provision made for it, and omitted them solely because of their color;" that if those students were to be offered "equal treatment in the performance of the function, they must, at present, be admitted to the one school provided." *Id.,* p. 489. A provision for scholarships to enable Negroes to attend colleges outside the State, mainly for the purpose of professional studies, was found to be inadequate (*Id.,* pp. 485, 486) and the question, "whether with aid in any amount it is sufficient to send the Negroes outside the State for legal education," the Court of Appeals found it unnecessary to discuss. Accordingly, a writ of mandamus to admit the applicant was issued to the officers and regents of the University of Maryland as the agents of the State entrusted with the conduct of that institution.

The Supreme Court of Missouri in the instant case has distinguished the decision in Maryland upon the grounds—(1) that in Missouri, but not in Maryland, there is "a legislative declaration of a purpose to establish a law school for negroes at Lincoln University whenever necessary or practical"; and (2) that, "pending the establishment of such a school, adequate provision has been made for the legal education of negro students in recognized schools outside of this State." 113 S. W. (2d) p. 791.

As to the first ground, it appears that the policy of establishing a law school at Lincoln University has not yet ripened into an actual establishment, and it cannot be said that a mere declaration of purpose, still unfulfilled, is enough. The provision for legal education at Lincoln is at present entirely lacking. Respondents' counsel urge that it, on the date when petitioner applied for admission to the University of Missouri, he had instead applied to the curators of Lincoln University it would have been

their duty to establish a law school; that this "agency of the State," to which he should have applied, was "specifically charged with the mandatory duty to furnish him what he seeks." We do not read the opinion of the Supreme Court as construing the state statute to impose such a "mandatory duty" as the argument seems to assert. The state court quoted the language of Section 9618, R. S. Mo. 1929, set forth in the margin, making it the mandatory duty of the board of curators to establish a law school in Lincoln University "whenever necessary and practicable in their opinion." This qualification of their duty, explicitly stated in the statute, manifestly leaves it to the judgment of the curators to decide when it will be necessary and practicable to establish a law school, and the state court so construed the statute. Emphasizing the decision of the curators, the court said:

"The statute was enacted in 1921. Since its enactment no Negro, not even appellant, has applied to Lincoln University for a law education. This fact demonstrates the wisdom of the legislature in leaving it to the judgment of the board of curators to determine when it would be necessary or practicable to establish a law school for Negroes at Lincoln University. Pending that time adequate provision is made for the legal education of Negroes in the university of some adjacent State, as heretofore pointed out." 113 S. W. (2d) p. 791.

The state court has not held that it would have been the duty of the curators to establish a law school at Lincoln University for the petitioner on his application. Their duty, as the court defined it, would have been either to supply a law school at Lincoln University as provided in Section 9618 or to furnish him the opportunity to obtain his legal training in an other State as provided in Section 9622. Thus the law left the curators free to adopt the latter course. The state court has not ruled or intimated that their failure or refusal to establish a law school for a very few students, still less for one student, would have been an abuse of the discretion with which the curators were entrusted. And, apparently, it was because of that discretion, and of the postponement which its exercise in accordance with the terms of the statute would entail until necessity and practicability appeared, that the state court considered and upheld as adequate the provision for the legal education of Negroes, who were citizens of Missouri, in the universities of adjacent States. We may put on one side respondents' contention that there were funds available at Lincoln University for the creation of a law department and the suggestions with respect to the number of instructors who would be needed for that purpose and the cost of supplying them. The president of Lincoln University did not advert to the existence or prospective use of funds for that purpose when he advised petitioner to apply to the State Superintendent of Schools for aid under Section 9622. At best, the evidence to which argument as to available funds is addressed admits of conflicting inferences, and the decision of the state court did not hinge on any such matter. In the light of its ruling we must regard the question whether the provision for the legal education in other States of Negroes resident in Missouri is sufficient to satisfy the constitutional requirement of equal protection, as the pivot upon which this case turns.

The state court stresses the advantages that are offered by the law schools of the adjacent States, Kansas, Nebraska, Iowa and Illinois, which admit non-resident Negroes. The court considered that these were schools

of high standing where one desiring to practice law in Missouri can get "as sound, comprehensive, valuable legal education" as in the University of Missouri; that the system of education in the former is the same as that in the latter and is designed to give the students a basis for the practice of law in any State where the Anglo-American system of law obtains; that the law school of the University of Missouri does not specialize in Missouri law and that the course of study and the case books used in the five schools are substantially identical. Petitioner insists that for one intending to practice in Missouri there are special advantages in attending a law school there, both in relation to the opportunities for the particular study of Missouri law and for the observation of the local courts, and also in view of the prestige of the Missouri law school among the citizens of the State, his prospective clients. Proceeding with its examination of relative advantages, the state court found that the difference in distances to be traveled afforded no substantial ground of complaint and that there was an adequate appropriation to meet the full tuition fees which petitioner would have to pay.

We think that these matters are beside the point. The basic consideration is not as to what sort of opportunities other States provide, or whether they are as good as those in Missouri, but as to what opportunities Missouri itself furnishes to white students and denies to Negroes solely upon the ground of color. The admissibility of laws separating the races in the enjoyment of provileges afforded by the State rests wholly upon the equality of the privileges which the laws give to the separated groups within the State. The question here is not of a duty of the State to supply legal training, or of the quality of the training which it does supply, but of its duty when it provides such training to furnish it to the residents of the State upon the basis of an equality of right. By the operation of the laws of Missouri a privilege has been created for white law students which is denied to Negroes by reason of their race. The white resident is afforded legal education within the State; the Negro resident having the same qualifications is refused it there and must go outside the State to obtain it. That is a denial of the equality of legal right to the enjoyment of the privilege which the State has set up, and the provision for the payment of tuition fees in another State does not remove the discrimination.

The equal protection of the laws is "a pledge of the protection of equal laws." *Yick Wo* v. *Hopkins*, 118 U. S. 356, 369. Manifestly, the obligation of the State to give the protection of equal laws can be performed only where its laws operate, that is, within its own jurisdiction. It is there that the equality of legal right must be maintained. That obligation is imposed by the Constitution upon the States severally as governmental entities, —each responsible for its own laws establishing the rights and duties of persons within its borders. It is an obligation the burden of which cannot be cast by one State upon another, and no State can be excused from performance by what another State may do or fail to do. That separate responsibility of each State within its own sphere is of the essence of statehood maintained under our dual system. It seems to be implicity in respondents' argument that if other States did not provide courses for legal education, it would nevertheless be the constitutional duty of Missouri when it supplied such courses for white students to make equivalent provision for Ne-

groes. But that plain duty would exist because it rested upon the State independently of the action of other States. We find it impossible to conclude that what otherwise would be an unconstitutional discrimination, with respect to the legal right to the enjoyment of opportunities within the State, can be justified by requiring resort to opportunities elsewhere. That resort may mitigate the inconvenience of the discrimination but cannot serve to validate it.

Nor can we regard the fact that there is but a limited demand in Missouri for the legal education of Negroes as excusing the discrimination in favor of whites. We had occasion to consider a cognate question in the case of *McCabe* v. *Atchison, Topeka & Santa Fe Railway Co., supra.* There the argument was advanced, in relation to the provision by a carrier of sleeping cars, dining and chair cars, that the limited demand by Negroes justified the State in permitting the furnishing of such accommodations exclusively for white persons. We found that argument to be without merit. It made, we said, the constitutional right "depend upon the number of persons who may be discriminated against, whereas the essence of the constitutional right is that it is a *personal one.* Whether or not particular facilities shall be provided may doubtless be conditioned upon there being a reasonable demand therefor, but, if facilities are provided, substantial equality of treatment of persons traveling under like conditions cannot be refused. It is the individual who is entitled to the equal protection of the laws, and if he is denied by a common carrier, acting in the matter under the authority of a state law, a facility or convenience in the course of his journey which under substantially the same circumstances is furnished to another traveler, he may properly complain that his constitutional privilege has been invaded." *Id.*, pp. 161, 162.

Here, petitioner's right was a personal one. It was as an individual that he was entitled to the equal protection of the laws and the State was bound to furnish him within its borders facilities for legal education substantially equal to those which the State there afforded for persons of the white race, whether or not other Negroes sought the same opportunity.

It is urged, however, that the provision for tuition outside the State is a temporary one,—that it is intended to operate merely pending the establishment of a law department for Negroes at Lincoln University. While in that sense the discrimination may be termed temporary, it may nevertheless continue for an indefinite period by reason of the discretion given to the curators of Lincoln University and the alternative of arranging for tuition in other States, as permitted by the state law as construed by the state court, so long as the curators find it unnecessary and impracticable to provide facilities for the legal instruction of Negroes within the State. In that view, we cannot regard the discrimination as excused by what is called its temporary character.

We do not find that the decision of the state court turns on any procedural question. The action was for mandamus, but it does not appear that the remedy would have been deemed inappropriate if the asserted federal right had been sustained. In that situation the remedy by mandamus was found to be a proper one in *University* v. *Maryland, supra.* In the instant case, the state court did note that petitioner had not applied to the manage-

ment of Lincoln University for legal training. But, as we have said, the state court did not rule that it would have been the duty of the curators to grant such an application, but on the contrary took the view, as we understand it, that the curators were entitled under the state law to refuse such an application and in its stead to provide for petitioner's tuition in an adjacent State. That conclusion presented the federal question as to the constitutional adequacy of such a provision while equal opportunity for legal training within the State was not furnished, and this federal question the state court entertained and passed upon. We must conclude that in so doing the court denied the federal right which petitioner set up and the question as to the correctness of that decision is before us. We are of the opinion that the ruling was error, and that petitioner was entitled to be admitted to the law school of the State University in the absence of other and proper provision for his legal training within the State.

The judgment of the Supreme Court of Missouri is reversed and the cause is remanded for further proceedings not inconsistent with this opinion.

It is so ordered.

A true copy.

Test:

Clerk, Supreme Court, U. S.

Separate opinion of Mr. Justice McReynolds.

Considering the disclosures of the record, the Supreme Court of Missouri arrived at a tenable conclusion and its judgment should be affirmed. That court well understood the grave difficulties of the situation and rightly refused to upset the settled legislative policy of the State by directing a mandamus.

In *Cumming* v. *Richmond County Board of Education*, 175 U. S. 528, 545, this Court through Mr. Justice Harlan declared:—"The education of the people in schools maintained by state taxation is a matter belonging to the respective States, and any interference on the part of Federal authority with the management of such schools cannot be justified except in the case of a clear and unmistakable disregard of rights secured by the supreme law of the land." *Gong Lum* v. *Rice*, 275 U. S. 78, 85—opinion by Mr. Chief Justice Taft—asserts: "The right and power of the state to regulate the method of providing for the education of its youth at public expense is clear."

For a long time Missouri has acted upon the view that the best interest of her people demands separation of whites and Negroes in schools. Under the opinion just announced, I presume she may abandon her law school and thereby disadvantage her white citizens without improving petitioner's opportunities for legal instruction; or she may break down the settled practice concerning separate schools and thereby, as indicated by experience, damnify both races. Whether by some other course it may be possible for her to avoid condemnation is matter for conjecture.

The State has offered to provide the Negro petitioner opportunity for study of the law—if perchance that is the thing really desired—by paying his tuition at some nearby school of good standing. This is far from unmistakable disregard of his rights and in the circumstances is enough to

satisfy any reasonable demand for specialized training. It appears that never before has a Negro applied for admission to the Law School and none has ever asked that Lincoln University provide legal instruction.

The problem presented obviously is a difficult and highly practical one. A fair effort to solve it has been made by offering adequate opportunity for study when sought in good faith. The State should not be unduly hampered through theorization inadequately restrained by experience.

This proceeding commenced in April, 1936. Petitioner then twenty-four years old asked mandamus to compel his admission to the University in September, 1936, notwithstanding plain legislative inhibition. Mandamus is not a writ of right but is granted only in the court's discretion upon consideration of all the circumstances. *Duncan Townsite Company* v. *Lane, Secretary of the Interior,* 245 U. S. 308, 311; *United States ex rel. Arant* v. *Lane, Secretary of the Interior,* 249 U. S. 367, 371.

The Supreme Court of Missouri did not consider the propriety of granting the writ under the theory of the law now accepted here. That, of course, will be matter open for its consideration upon return of the cause.

Mr. Justice BUTLER concurs in the above views.

"It then becomes increasingly important for the schools to inculcate the ideals of peace and brotherhood, to teach the futility and waste and horrors of war, the blessings and benefits of peace. It is for the schools to take the glamour and glory out of war and revise histories to emphasize the romance and progress of peace.

"Children must be taught respect for the institutions, the manners, customs, of other peoples and respect for individual human personality. They should have the opportunity to practice the old injunction, 'Live and let live.' . . . If education has as one of its chief aims—the building for world citizenship—a new generation will spring up with world wide loyalties, with tolerance and understanding in their minds and love and unselfishness in their hearts. There will develop throughout all nations a world morality in which ends will not justify the means, in which right is might, in which aggression will be impossible. We cannot change the world by changing systems. We can only change it by changing lives. So let us start with the education of the child in our effort to change man's way of thinking.

"In hearts too young for enmity,
There lies the way to make men free.
When children's interests are world wide,
All nature will be satisfied
Let child love child and strife will cease,
Disarm the heart and there is peace."

ANNA F. BRODNAX.

(From speech, "Abolish the Roots of Aggression Through Education," delivered June 6, 1938, at Berean School, Philadelphia, Pa., Annual Education Symposium. Miss Brodnax is a member of the Howard High School Faculty, Wilmington, Del.)

Should There be a Department of Speech in the Negro College?

MARCUS HANNA BOULWARE

The South is afflicted, as most sections are, with extreme carelessness in speech. Several years ago the "Better Speech Committee" of Alabama claimed that much of it was due to imitation of the Negro, conscious or unconscious, and much was the result of teaching composition as writing only. While I do not claim that the Negro is responsible for the speech calamity, I do hold that his most pronounced weakness (in the speech proper of the South) is his poor enunciation due to mere habit, to lack of speech training, and often to timidity. It is generally acknowledged that the most peculiar characteristic of the Negro is his crude barbaric dialect. His voice is "flat" usually, sometimes soft; yet there is a tendency to elevate his voice to the point of harshness —a distinct evidence of the need for training for voice placement and strength.

In the words of Professor Bond,[1] "The accused, like the poor, will be with us for many, many years to come. Defective expression dominates every stratum of Negro society. Even the high-brow Bostonian has been found guilty. Analysis of the facts presented in these studies indicates that neither the undergraduate nor the graduate is free of crudity. Do we contact them daily? Does one have to go among the rabble to observe the following defects: lisps, omissions, substitutions, oral inactivity, cog-substitutions, glottal stops, inverted r's, and fractured vowels? Does one have to seek to hear poor pronunciation and enunciation?"

In the midst of this condition, I venture to say that ninety-five per cent of the Negro colleges have no speech curriculum. Hence, the training of pupils in oral expression is a task of the English department, since it is generally agreed that one of the aims of English is to teach pupils to express themselves correctly. In the pursuit of this idea the English department has, for the most part, failed.

Agreeing with Professor Weaver,[2] the time has come, when one needs to offer no apology in calling the attention of curriculum makers to the need for effective training in public speaking, interpretation, dramatics, and voice correction. There was a time when such discipline was regarded as the sum

[1] *North Carolina Teachers Record*, March 1935. "The Defense of a Speech Curriculum in Negro Institutions."

[2] *The Quarterly Journal of Speech*, Vol. 11, p. 142. "The Interschool Contest."

total of education, and in its broadest sense there is in that conception but little of error. It seems that if there is one ideal which should ever be before educators; it should be the drawing out and refining of that power by which knowledge grips the needs of the world. This power is none other than that of adequate, persuasive expression. When we develop the thinking apparatus and pay no attention to the perfecting of this faculty, we leave our students in solitary confinement and doom them to poverty of individual resource. In the affairs of life the will is the operating agent; knowledge furnishes the fulcrum; but the power to express is, in the last analysis, the lever by which the mass is moved. Any scheme of mental discipline which leaves out of its consideration the value of begetting and strengthening the ability to express, renders the knowledge imparted sterile and inactive.

If there are those who have some misgivings as to the practicability of a speech department, and feel that the English department is doing its full share in training students in oral expression, permit me to offer the following interrogatories:

(1) Does the department of English teach reading and spelling as functions of personality?

(2) Does the department of English emphasize vocabulary building, diction, and good usage?

(3) Does the department of English emphasize the problem of oral style?

(4) Does the department of English seek to correct speech defects?

(5) Does the department of English develop the art of interpretation, reading, and dramatics?

(6) Does the department of English concern itself with the psychology and philosophy of speech?

(7) Does the English department give special attention to elocution, argument, and speech composition?

The answer is obviously—"No."

At this point it becomes imperative that the question to put in a revised and more vital form: Should speech studies longer be kept within the jurisdiction of the department of English? I contend that there should be a separate department for these two studies, because they are essentially different disciplines.

The late Charles H. Wollbert[3] gives the following distinction between English and speech: (1) They differ in their fields of operation. English is given up to thought that is written, speech science to thought that is spoken; (2) in viewpoint, English is concerned with the past more than with the present, while speech science must occupy itself more with the present than with the past; and (3) they differ in methods and aims. English prepares for activities chiefly subjective; its primary aim being the culture of self. The student

[3] *The Quarterly Journal of Speech*, Vol. 2, No. 1.

widens his own knowledge of language. But the speech studies prepare the student to affect others rather than himself. His competence in science is an useless asset unless he can impart to others what they like and need. Hence speech science leads to the public gathering and crowd, English to study and the select circle.

One educator has said that, in this age of modern complexity, Negro instruction must be practical. It should and must yield results. The college, graduate school, the press, and the public have reproached the Negro students for failure in oral expression. That pupils are leaving school with slovenly expression is evinced by the fact that there is no methodized supervision of their speech, and no systematic practice in oral composition.

If a school system's instruction depends upon the type of society it has to serve, then its primary aim should be: first, to give its patrons a functional education that will enable them to meet the needs of a complex society living in an age of machines, commerce, and intercommunication; and second, to enable them to understand and appreciate their background, and the traditions and achievements of their race. The life that lies ahead of the Negro is not as simple as the life of the past, and requires a different kind of education. In other words, there will be a greater demand for oral activity than for muscular activity.

I agree with Professor Bond when he asserts that conversation has become a lost art in the cultural centers of the Negro race. If a revival is to take place, it must first begin with a sustained interest in oral English, a phase of education woefully neglected. The emphasis which ought to be placed upon oral English, as a medium of exchange to be resegmented in Negro social intercourse, should be designed to develop poise and mastery, and lend charm to an otherwise flat, tasteless, pointless, and rambling conversation.

In conclusion, we will have to admit that, in our colleges, dramatic tastes which are not awakened, talents for oral expression which are not stimulated and given initial exercise, are likely to remain dormant and inert. Surely then their expressive potentialities should be developed. This can only be done effectively under the direction of a department of speech.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

DIGEST OF ADDRESS BEFORE VIRGINIA STATE TEACHERS ASSOCIATION, PETERSBURG, VIRGINIA, NOVEMBER 25, 1938

CARRINGTON L. DAVIS

Mr. President and Fellow Teachers:

It was with genuine appreciation that the invitation to present the cause of the American Teachers Association at this annual meeting of Virginia teachers was accepted.

There are, of course, several reasons why this opportunity was readily seized. In the first place, the great State of Virginia—with its wide expansion of territory and its forward looking educational program, representing one of the largest groups of educators of Negro children within the Region—also represents one of the largest potential reservoirs of power, professional, economic and social, for the promotion of the program of any national educational group. In the second place, it represented a splendid opportunity for me to get before this large group of educational workers, a point of view with reference to the program of the Association that might be calculated to stimulate far greater interest than has been apparent in recent years. In the third place, we are all keenly aware, I am sure, of the need of far greater cohesiveness in our professional group if we are measurably to realize within a reasonable range of time those fundamental objectives which characterize our common educational program.

It is with some degree of eagerness, therefore, that I seek the opportunity of setting forth in as brief a statement as possible, the program of the present administration of the American Teachers Association; a program formulated originally by the Executive Committee of the American Teachers Association during the administration of President Willa Carter Burch, adopted unanimously at the meeting of the Association in Philadelphia, extended at the meeting during the present year at Tuskegee, and now being further applied by the present administration in its effort to bring some of these principles out of the realm of desirable ideals into the reality of actual achievement. It seems desirable, then, that the program adopted as an operating basis for the present year

should be set forth in such form as would bring to light the most important items in the simplest form.

Several attempts have been made in correspondence with individuals and organizations interested in educational matters and capable of contributing effectively to the realization of these objectives, to assemble these items in a series of communications that were designed to present to them the objectives for which the Association is working.

Without attempting to re-state them, they will be presented by way of making use directly of this correspondence. There can be little serious doubt that these communications will make reasonably clear to my readers and hearers the most important phases of our present program. They will show, first, such plans as are in the making; secondly, they will set forth basic arguments for a whole-hearted support of that program; third, they will also point out the basic service which the Association hopes to render, both to the teachers of Negro children and to the Negro teacher's program of education in its entirety; and in the fourth place, they will indicate certain definite activities that it will undertake for the promotion of the welfare of the Negro teacher which would be beyond the range within which large groups of teachers of Negro children could operate with prudence and safety.

Without further introductory statement, then, we shall let the communications speak for themselves. The first of this group will be a letter that was addressed to Presidents of State Teachers Associations, with reference to the educational program of the American Teachers Association. [*This letter may be found in the October, 1938, issue of* The National Educational Outlook Among Negroes.]

Without additional comment upon what appears to be fairly clear with reference to purpose and procedure, I desire also to note a second letter addressed to the Regional Vice Presidents, in which the methods by means of which it is hoped that we shall be able to reach down into the local areas and touch the individual classroom teacher in this program of educational betterment. [*See the November, 1938, issue of* The National Educational Outlook Among Negroes.]

A third letter addressed to College Presidents is an attempt to impress, by means of analogy, upon every President of a Negro College or University, the importance of identifying himself with this national organization, because of the great service that he, and he alone, can render to the education of Negroes in the United States. [*See the December, 1938, issue of* The National Educational Outlook Among Negroes.]

In addition to these three letters, an attempt was made in even more compact form to set forth the basic program of the American Teachers Association. This attempt took the form of a coast-to-coast broadcast over Station WJZ, in connection with American Education Week.

Despite the fact that this broadcast address may represent in some

places slight repetition of some of the things that have appeared in the other letters, it nevertheless seems advisable to include it in this attempt to put before your Association the basic program of the American Teachers Association. [*For the radio address please refer to the December, 1938, issue of* THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES.]

Now, without further comment, permit me briefly to call your attention to the fact that this program in large measure found its beginning in the activities of the Maryland State Colored Teachers Association, extending over a period of almost a quarter of a century. After many futile efforts to promote a program of equalization of teachers' salaries, equal range of school term, just distribution of funds for transportation of school children, more equitable expenditure of money for school buildings, a fairer distribution of funds for books, supplies and equipment, the Association finally, about nine years ago, decided to transfer its activities from the field of petitions and fruitless attempts to promote successful legislation into the realm of judicial interpretation. It was not long thereafter before results more in keeping with the justice of the program proposed, began to be realized. It is with no small degree of satisfaction therefore, that it can be stated that at the present time the policy of equalization of salaries of teachers wihin the State is making definite headway and it is believed that the time is not far distant when the only basis upon which the difference in salaries will be determined will be that of training, efficiency and level of service.

Not only has that desirable objective begun to be realized, but along with it have come already equalization of length of school terms throughout the State, increase in expenditures for transportation of Negro children to school centers, and greater improvement in buildings and equipment.

Now, one could not list those desirable achievements during the last ten years without noting the agency that has been most effective in helping the Negro teachers of the State of Maryland to achieve these ends. The original conference at which it was decided that this whole program should be transferred from petitions and politics into the courts of the State was characterized by the earnest far-seeing advice from the Counsel of the National Association for the Advancement of Colored People.

During the following years the teachers of the State built up slowly, a Sinking Fund for the purpose of seeing this program through. When the time seemed right for positive action a special quiet and unannounced program for the raising of funds proceeded apace, and in a brief time sufficient financial support was in hand to take care of the expenses of Counsel involved in these proceedings. One must keep in mind, however, the fact that at that time the National Association for the Advance-

ment of Colored People had at its command a special fund known as the GARLAND FUND, which could be used for that purpose.

Unfortunately, more than a year ago this fund became depleted, and the whole program of pushing this matter of equality to a successful conclusion was seriously threatened. It was at this time that a special effort was made through the Joint Committee of the teachers of the State and the local Branch of the National Association for the Advancement of Colored People to raise additional funds in order to take care of more than the expenses of the Counsel.

It is with no small degree of pride that I am able to report to you that as a result of this effort the Negro teachers of the State of Maryland, small indeed when compared with those of empire states such as that represented by your Association, not only fulfilled its original agreement but through the City Association of Teachers in Colored Schools, the Maryland State Colored Teachers Association, special county funds, and special individual appeals, raised more than eleven hundred dollars to supplement the expense account of the Counsel of the National Association for the Advancement of Colored People.

The important fact in connection with this special effort, too, is that this money was given to the National Association to be applied for expenses that might be incurred in its program dealing with equalization of teachers salaries—without reference to the State of Maryland, and therefore without any strings attached to it. This, in my judgment, was an excellent example of broad educational statesmanship, in that the teachers of the State realized that this program—although started in Maryland—has assumed national proportions and that the State that has benefited as a result of it should be the first to make a further contribution to the fund designed to be used over a wider area, and to enable the Association to maintain in unabated vigor, the program that had been begun.

This act has been cited in some detail because it is sincerely hoped that other State Associations, and specifically that of your own, may follow the example of Maryland in making generous contributions to this general fund, the purpose of which will be to promote equalization of teachers salaries in any section of our nation in which such equalization does not now exist. In this matter as in others, we are truly our brothers' keepers, and we should certainly be eager to help bear our brothers' burdens, and in order to make it possible for those least able to secure these elements of justice for themselves, we should seek to make our contributions on this broad program.

If, within a reasonable time, we entertain the hope that equalization of educational opportunities shall become a fact and that all phases of educational activities may be equally available to all the children of all the people without regard to race, color or sex, we shall be compelled to

effect a greater consolidation of forces; we shall be compelled to recognize our responsibility in helping those least able to help themselves, and we shall be compelled to realize that the humblest teacher in the little one room school in the most remote section of our national domain, *must* be included in all those essential elements of equalization and justice, that are the birthright of every teacher in our American democracy.

REGIONAL CONFERENCE

The Conference of the Second Region of the American Teachers Association was held at the Florida Agricultural and Mechanical College, Tallahassee, Florida, on Saturday, December 10, 1938. The general subject under discussion was "A Broader and More Functional Program for the American Teachers Association in the Second Region." Approximately fifty delegates were present from Florida, Alabama, District of Columbia, Georgia, and South Carolina. Persons making short talks at the Conference included President F. D. Patterson, Tuskegee Institute; Dr. Charles H. Wesley and Dr. Charles H. Thompson, Howard University; Mrs. Lucy Harth Smith, Regional Vice-President, Fourth Region; President Zelia V. Stephens, Alabama State Teachers Association, and Dr. Ambrose Caliver, Office of Education.

THE EXECUTIVE SECRETARY'S OFFICE

The District of Columbia, Maryland and West Virginia, are the first States to respond to the appeal of the American Teachers Association for memberships this year. Maryland, including the city of Baltimore, thus far leads in the number of teachers who have paid 1938-39 memberships. The District of Columbia and West Virginia are following closely the lead of Maryland. The campaign in other States will be in full swing during the months of January and February, and from letters received from educational leaders, all indications point to a most successful year for the Association.

The officers of the American Teachers Association are anxious that every teacher who pays his membership, shall receive its official organ, The National Educational Outlook Among Negroes. Frequently, a publication fails to reach those for whom it is intended for the following reasons:

First: The correct street address is sometimes omitted in sending in the membership.

Second: Persons often change their Post Office or street addresses without notifying the office of the Executive Secretary. In case of change in Post Office or street address, both the old and new addresses should be given in notifying this office of the change. Strict attention to this suggestion will insure prompt delivery of the magazine, will also reduce the

cost of handling memberships. The Post Office Department makes additional charges for each magazine that is not delivered.

It can readily be seen, therefore, if a considerable number of magazines are returned each month, the expense of handling the membership becomes rather excessive. Do not send the memberships to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, as this entails additional postage and necessitates considerable correspondence.

All fees for membership, including subscription to THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES should be sent to Wm. W. Sanders, Executive Secretary, 1034 Bridge Road, Charleston, West Virginia.

Compliance with the above suggestions, will insure prompt and efficient service.

JOIN THE AMERICAN TEACHERS ASSOCIATION NOW.

WM. W. SANDERS,
Executive Secretary.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

ARE YOU A GOOD PHOTOGRAPHER?

We will pay one dollar for every good picture sent us and used in our magazine. We are asking our readers to send to us pictures of persons, buildings, classroom and other scenes, and objects of educational value. All pictures should be accompanied by a complete description. Unused photographs will be returned only when sufficient postage and mailing instructions are included. Send all photographs to the Picture Editor, The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

CREDIT TO WHOM CREDIT IS DUE

In order that we may give recognition to many persons who have made noteworthy, but frequently unrecognized, contributions, we are inviting our readers to send to us short biographical sketches of persons whom you know to have made outstanding contributions to the education of Negroes. These persons may either be, or have been, administrators, teachers, or otherwise connected with education or some allied field. These sketches should not exceed 1,000 words and should be authentic and specific as to the contribution. We invite you to assist us in this much needed effort. Send all contributions to The National Educational Outlook Among Negroes, 1210 Lamont St., N. W., Washington, D. C.

New Farmers of America

Nearly five hundred delegates, members and friends attended the Fourth Annual National Convention of New Farmers of America at Georgia State College, Savannah, Georgia, August 21-24. This is the organization of Negro Farm Boys who are learning to farm through programs of supervised farm practice under the direction of the Smith-Hughes teachers of Vocational Agriculture in the high schools of the Southland. It now has eight hundred chapters, in the eighteen states that have separate schools for Negroes. It has a membership of more than 20,000—the largest organization of Negro farm folk in the world.

High points of this year's convention were the judging contests, the public speaking contest, and the quartet contest. Winners in these contests were: Judging contest—first place, Delaware; public speaking contest—first place, J. C. Crawford, Ft. Valley, Georgia; and the quartet contest—first place, Virginia.

The New Farmers of America Band, Prof. Philmore Hall, leader, from Laurinburg, North Carolina, furnished music for all the sessions of the convention and for the boat trip to St. Helena Island, where the

N.F.A. BAND AND DELEGATES AT SAVANNAH, GEORGIA, CONVENTION
Ankeney Photo

young men visited Penn School and were luncheon guests of the South Carolina Association, N.F.A.

The official N.F.A. Band and a few of the official delegates are shown in this view of the front of the Convention Hall. The auditorium of Georgia State College was appropriately decorated with the official colors of the organization, Black and Gold, by an N.F.A. member who is now a student at A. and T. College, Greensboro, North Carolina.

Officers on the platform, left to right: E. Livingston, Reporter, New Jersey; Jethro Hill, Secretary, Arkansas; Eram Porter, President, Tennessee; Professor George W. Owens, Advisor, Virginia; Lester Albert, President (1938-39), Florida.

Officers for 1938-39 were elected as follows: President, Lester Albert, Florida; First Vice-President, Jethro Hill, Arkansas; Second Vice-President, P. D. Vann, Virginia; Third Vice-President, Wilson Bonner, Georgia; Student Secretary, James Warren, North Carolina; Treasurer, Johnson Maner, South Carolina; Advisor, J. R. Thomas, Virginia; Reporter, Ferdinand Holmes, Tennessee.

The next Annual Meeting will be held at Bordentown, New Jersey.

J. V. Ankeney,
National Reporter.

Letters from a New Teacher to Her Girl Friend

Aurelia Toyer

September 10, 1938.

Dear Joan:—Well, here I am at last, in Carver Elementary School, teaching the sixth and seventh grades. I arrived in town on the 6th, and am just finding the time to write you. I stay with a very nice family—I should say a nice large family, because there are five children. One of them, Robert, is in my sixth grade class at school. I was slightly frightened the first day. This is so different from my practice teaching, but I guess I did all right. The very first day I had to scold two children, among them Robert, for talking out loud. I think all the children are perfectly lovely, however. Will write more, later. Just wanted you to know I was here.

Sincerely,

Mary.

September 18, 1938.

Dear Joan:—My children aren't as lovely as I thought they were. In fact, they are really human, and remind me of what I used to do when I was in the sixth grade. My landlady's little son is what one might call a "problem child." He won't study. He is stubborn, and enjoys picking on children smaller than he is. Today on the playground, he challenged an eighth grade student, and was thoroughly whipped. I, watching from the window, almost clapped my hands with joy. I pretended, however, that I had not seen the fight.

I also have a "teacher's pet" in my room. Now, Joan, you know that I SHALL HAVE NO FAVORITES at all, and because someone else spoiled her, I certainly shan't. She is quite an attractive child, with long black hair and a pleasing brown complexion. The Principal told me today that I take my work too seriously. He referred to the detailed lesson plans that I make out every night for each class. Maybe he was right. I don't have much time to do anything else but make out lesson plans. Shall have to stop, and make out some now.

Love,

Mary.

September 25, 1938.

Dear Joan:—Have taught almost a month, and still find something new each day that I haven't seen before. When I went in the room today after lunch hour, the children were working a problem on the board. Seems like someone wanted to prove that three horses could eat more than three cows. I was astounded at the problem, until I found out that Susie Brown said that her father spent more feeding his horses than Helen's daddy spent feeding his cows.

Little Robert seems to get worse every day—in behavior, I mean. Before I discovered what he was up to, he had tacked Ellen's hair to his seat. When Ellen tried to get up she couldn't. I don't believe in spanking, so I simply had a talk with him after school, and tried to show him where he had done wrong. All he said was that Ellen kept tossing her head, and her hair hit him in the face. I have tried my Principal's plan, and make out a general lesson plan for a week. It's much easier, and works better that way, because it is flexible.

Sincerely,

Mary.

October 9, 1938.

Dear Joan:—October rains have started, and it seems that my troubles have just begun, for the children can't go outside to play, and their type of play isn't meant for indoors. I went to the library and got a book on "Indoor Play," and tried to get the children interested in the

games, but they said that they played those games when they were in the 1st and 2nd grades, and they were too large for them now. One period every week I have a drawing class. I draw along with the children. I spent almost fifteen minutes drawing a chicken. When I showed it to the class, they all agreed that it was a nice cat. So, I renamed it, and called it a cat. I admit that it didn't look like a chicken.

I have decided to organize a singing class, and let them sing at one of their activity periods. I don't know how it will work out, but I hope for the best. I will tell you about it in my next letter. Must close.

MARY.

October 20, 1938.

Dear Joan:—I organized the singing class, and have at last discovered something that the kids want to do. They just love it, and we are learning old classics and folk songs. I don't know what I will do with Robert. He played hookey to go to the show, and then told his mother that I excused the whole class because I was deathly ill. Mrs. Jones was so worried. That child should have been spanked for that tale, but they don't believe in spanking. I didn't believe in it once, but I have changed my mind now.

We are getting ready for Halloween—making decorations for the blackboard, etc. The singing class is also learning some Halloween songs. I plan to have a nice program for that date. Each teacher has a program once a month, and October is my month. I have been working, and working on it. Will tell you about it later.

MARY.

November 2, 1938.

Dear Joan: Darling, I am positively ill. After all the planning I did for that nice program, all of my children got the MUMPS. Therefore, no program. Why did I ever leave home and mother to come up here, and fool with someone else's children?

MARY.

November 21, 1938.

Dear Joan:—Don't be surprised if you find me coming home soon and staying. If you had to teach, scold, and cajole thirty young, active children every day, you'd feel the same way. They make so much fuss. They pass notes. They don't study. All they talk about is some kind of party someone is giving, and such loud whispers, and knowing looks. I have kept some after school every day for a week, and it is harder on me than it is on them. I mean it. Why they suddenly got so loud and hard to handle, I don't know. I am no quitter, but I don't want to lose my reason before I begin to enjoy life. I don't want to spend the

rest of my days in a sanitorium "taking life easy." I'll be so glad when Christmas comes, and gives me a little rest, I won't know what to do. I wonder if I will last until Christmas?

Love,
MARY.

November 30, 1938.

Darling Joan:—Yesterday was my birthday—and bless the hearts of my children—they gave me the loveliest party. All thirty of them, and their mamas and papas, came up to Mrs. Jones' house while I was at the show, and when I came home showered me with gifts. They are the most perfect children. I think I could go on teaching school the rest of my life, if all my students were as nice as these. They want me to stay here Christmas, and as much as I love home, and you all, I believe I will stay here. Really, Joan, you should take up teaching. It might improve you.

Love,
MARY.

EDUCATIONAL NEWS AND EVENTS

Vocational Opportunity Campaign

The National Urban League has announced that its seventh Vocational Opportunity Campaign will be held March 19-26, 1939. The theme will be "Negro Youth in the World of Tomorrow." As in previous years, the Campaign aims to direct the attention of schools, community agencies and groups, students, out-of-school youth, and adults to a consideration of the occupational and vocational problems of youth.

Negro History Week

The Association for the Study of Negro Life and History sponsors the annual celebration of Negro History Week. This year it falls between February 5 and 12, 1939. The Association distributes informative literature and issues an attractive poster inviting attention to the special exercises suggested for the Week, from its Washington office at 1538 Ninth Street, N. W.

Repeater

Names for the second consecutive year on a major number of the All-America football teams, was Cornell University's Jerome 'Brud' Holland. One of the outstanding ends of the past two seasons, Mr. Holland, who graduates in June, plans to do social work in New York City's Harlem.

FSA Conference

The Farm Security Administration rehabilitation program, affecting more than 50,000 Negro farmers, was the center of interest at the first conference of the Negro FSA staff members, held recently at Tuskegee in connection with Tuskegee's 48th Annual Farmers' Conference and Third Annual Farm and Home Week. Talks by farm and home supervisors, officials of the Farm Security Administration, and faculty and staff members of Tuskegee Institute were main features of the meetings.

Georgia Forums

The Georgia Public Forums Project, conducted by the Negro Division of the NYA, William H. Shell, supervisor, is making an impressive showing in respect to the number of forums, attendance, and geographical distribution of Forum Centers. During last November forums were organized in 15 cities and had a total attendance of 1,576, of which 906 were young people. There is a great demand for this service in many other cities in the State.

WPA Hospital

Recently opened was the new $117,404 Clara Frye Tampa Municipal Hospital for the Negroes of that Florida city. This WPA built structure replaces the old hospital established by Clara Frye, the Negro nurse for whom the new building is named. It is a 62-bed hospital with equipment furnished partly by the city and partly through private donations, and is amply able to take care of the hospitalization needs of a large portion of that city's Negro population.

CCC Camp Miami

In the Miami Valley of Ohio is located a CCC camp at which there is a company of Negro enrollees. Among their recent activities has been the building of the Wright Memorial Park which will be a shrine to the successful culmination of the experiments in aviation by the Wright Brothers. Company 588 has received a "Superior" rating by the War Department for the past nine months for its *esprit de corps* and the order and cleanliness of its camp.

PWA Program

A recent report by W. J. Trent, Jr., Adviser on Negro Affairs in the Department of the Interior, indicates that almost fourteen million dollars worth of construction of Negro schools, recreation centers, hospitals, etc., has been made possible by grants from the Public Works Administration under the 1938 PWA Act. Grants in the amount of 45 per cent of the total cost have been made to the various State and city governments in order to stimulate the construction of these much needed buildings for Negroes.

Vocations in Aviation

Under the policies of the Federal Government to provide financial assistance to vocational education in the States, more than 7,000

young men in different parts of the country are now receiving training which will prepare them to become aviation mechanics, according to a recent release from the Office of Education. The Office is undertaking a survey to discover, from universities, high and preparatory schools, what classes in aviation are in progress, how many boys and girls are taking them, and what plans are being made for increasing opportunities for such training.

SCHOOL AND COLLEGE ACTIVITIES

■ A surprise Christmas gift of $103 was presented to **Shaw University** by the Raleigh-Estey Hall Club, under the direction of Mrs. Julia A. Williams, at an opening meeting of the Club held December 20. Mrs. Williams informed the club members and guests that the Club will make a similar gift to the University each year "with the only change to be an increase in the amount of money."

■ The Alumni Association of **Tougaloo College** recently presented Roland Hayes in recital at the city Auditorium in Jackson, Miss. The College is making plans for the celebration of its Seventieth Anniversary in the spring of 1939.

■ According to information from Miss ElFreda LeBeau, head of the science department, **Iberville High School,** Plaquemine, La., had a well rounded program, full of exciting activities during the first semester. The faculty registered 100 per cent in attendance at the recent Louisiana Colored Teachers Association meeting, has agreed to give six books to the school library by January 2, 1939; is holding a series of curriculum meetings. Each member is taking part in the weekly assembly programs.

■ Race, religion, and regionalism were declared to be some of the most potent factors in modern world problems by Ira De A. Reid at the first meeting this year of the Morehouse Open Forum, held early in December. The Open Forum was organized several years ago on the campus of **Morehouse College** to further the development of thought and expression among the students of the affiliated institutions. Two speakers are presented each month.

■ On December 17 at the **Cheyney State Teachers College,** the Richard Humphreys Foundation, of Philadelphia, the Cheyney College Faculty, Staff and Alumni joined in giving an anniversary program marking the completion of the 25th year of Dr. Leslie Pinckney Hill's service as President of Cheyney, 1913-1938. Charlotte Wallace Murray, contralto, was presented in a recital in honor of Dr. and Mrs. Hill. The program was continued on December 18 by a nation-wide NBC broadcast of Christmas music by the Cheyney Chorus.

DIGESTS AND REVIEWS

IN THE MAGAZINES

The Harvard Educational Review

Problems in Social Usage Which Puzzle College Students, by Dorothy C. Stratton and Helen B. Schleman, in the October issue, presents the results of a study of student reactions in nine colleges and universities. On the basis of 6,200 questions of social usage or etiquette which college students stated were puzzling the writers concluded that "Judging by the responses of college students when given an opportunity to express themselves, they are decidedly interested in matters of social usage. In looking over their questions, one is impressed with the small number of questions of the nonsense variety. Almost all of the questions deal with situations in which the students have felt ill at ease at one time or another. Their questions cover most of the areas traditionally dealt with in etiquette books and also many aspects of campus life in which practice has not yet been standardized. Satisfactory answers to questions of the latter kind cannot be found in manuals of etiquette. Many of them are matters of current undergraduate opinion. . . . One wonders whether the teaching of social usage may safely be left to the extra-curricular efforts of student organizations or whether it might well be included in freshman orientation courses. Such courses, if offered, should be based, in the opinion of the writers, not upon the arm-chair theorizing of someone who may well have forgotten how important certain matters were in college days, but upon the situations which college students actually face and those in which they have a definite interest."

Journal of Exceptional Children

In the December issue, Katherine D. Lynch gives helpful points on the *Enrichment of the Program for Subnormal Children,* and concluded with: "Much of the value of the enrichment of a program comes from the part the child plays and the responsibility he takes in planning the program, in evaluating it, and later in evaluating the results. It is through this cooperative effort of the teacher and children that an enriched program is built, based on the assurance with which the children undertake their problems, the integrity the youngsters have in the value of the work, and the joy that radiates from their feeling of success."

Educational Music Magazine

". . . the function of the college and university music department should be *primarily* that of a *ser-*

vice department to the entire institution and to the students involved, and *secondarily* that of a professional music school," states Archie N. Jones, in the article *The Function of College Music,* which appears in the November-December issue. He discusses some problems vital to a series consideration of this subject. Also, James L. Waller presents a unit of study for the ninth grade: *Whence Our Instruments?* and Frances Anderson Vlier gives detailed information of much value to teachers in the article *What Makes an Operetta Performance?*

The English Journal

Rehabilitating the "Forgotten Men", by Miriam G. May, in the December issue describes the writer's successful efforts with a special senior English class of boys who had been isolated from other pupils for at least one period of the school day because they were so definitely antisocial that they had become class liabilities. She prefaces the article with "Educators have provided adequately for the very bright pupil and the very dull, for the very good and the very bad; but they have failed to a great extent to provide for that group of misunderstood boys and girls who have reached the upper grades of the high school with a long line of disciplinary troubles and subject failures behind them. These boys and girls are essentially courteous and intelligent, but have become undesirable school citizens because of some slight maladjustment at home or at school that teachers, over an extended period of years, have lacked the time or the inclination to attempt to investigate or remedy."

Occupations

In the December issue Thomas O. Marshall, Jr., presents some valuable information about occupational training schools which are rackets that exploit the enrollees, in the article *Gyp Training Schools.* Additional light is thrown on the vocational choices of college students in the article, *An Analysis of the Occupational Aims of College Students,* by E. Donald Sisson.

Recreation

An Experiment in Leadership, by Lewis K. Silverman, in the December issue, describes such an experiment conducted at the Morton Community Center, Newark, New Jersey, which is located in a predominantly Negro area. It should prove helpful to those engaged in this activity.

Education

The issue for November is the Creative Writing Number. A significant statement in the foreword, *Concerning the Subject of Creative Writing,* by Trentwell Mason White, is "Creative writing is now one of the most popular subjects in the curriculum when it is taught by an adequately prepared instructor. As the old techniques are improved and new ones uncovered, the accomplishments of the pupils grow apace. And this means not so much that the pupil's interests

are being stimulated; not that their writing is being constantly improved; not that more children are being apprenticed to literary careers—all of these things may be true—but it means that *the creative faculties of all are being freed and aided for whatever activity in later life may be embarked upon.* And this must be one of the great ends of education in any subject."

The Social Studies

A Formula for Citizenship, by A. R. Brubacher, in the December issue stresses the need by schools for techniques of citizenship training. The writer states that "The school of citizenship will fulfill its function best when it accustoms its pupils to a will to work for a living, develops in them a habit of obedience to the laws of the land, creates an eagerness to cooperate in community life, and spurs ambition to improve their intellectual and industrial status."

Practical Home Economics

In the December issue appears the article, *Senior High Home Economics for Boys.* A Study in Home Activities to Increase Boys' Understanding of Homemaking, by Ruth Cooley Cowles. The writer concludes with "We firmly believe that all boys should be given a course for worthy home membership, while a few do want more definite cooking work. And we further believe that a general introduction is as practical and as necessary in the case of the boy as it is in the case of the girl, and that it gives a firmer, more dignified and worthwhile approach to happy family living in the future."

The Negro History Bulletin

Negro Novelists—Blazing the Way in Fiction, is the feature article in the December issue. Also included are pictures and an account of the recent annual meeting of the Association for the Study of Negro Life and History, in New York City.

The Clearing House

Presented in the issue for November is a plea for married women teachers in the article *Let Them Eat Cake!* by Naomi John White. The writer states that "There are in these United States, according to available statistics from the office of the National Education Association, some 870,963 public school teachers. Of this number, 691,890 are women. Of the total number of women teachers, 77.4 per cent are unmarried, 17.9 per cent are married, and 4.8 per cent are widowed or divorced. . . The reasons that school boards do not like to employ married teachers run something like these: Employing married women keeps jobs from unmarried women; married women do not devote enough time to their school work, being too interested in their homes; married women are not so professional minded, being less interested in attending teachers' meetings and keeping up with modern trends in education; the woman's place is in the home. . . . Why not hire the married woman teacher? Well qualified, she is an

excellent teacher. I rather believe that a married teacher is better able to retain the spice-giving flavoring of life called a youthful outlook, without which all is as a dish of cold boiled turnips." *Putting zip and purpose into the Faculty Meeting,* by Donald G. McGarey, is highly informative and interesting.

Hygeia

In the issue for December Regina J. Woody writes about *A Job With A Future,* in which is to be found such important advice as, "One has to study and work, and try again and again, and rise undaunted from failure and go on to success. There is no easy road to achievement; it is a long, tiresome, rocky road. That's what young America must learn. Despite all our labor saving devices, we have yet to find one guaranteed to take personal, physical effort out of finding a job. To be a success on a job means that you must identify yourself with it. That means work. . . . Looking for a job is an art. Discuss job hunting at home. Don't groan and moan and pull a long face. If there isn't room in one line of work, try a job in a related position. Read books and articles. See what you can think up that needs doing. Get a little initiative into this daily hunt. . . The best job hunter is the fellow who gets up early and is first at the gate." *Teeth and Their Importance* is the title of an illustrated section of much interest. John Eisele Davis has contributed *To Every Child—A Chance,* the keynote of which is "Every child has something he can do well. . This special gift must first be discovered, and the teacher or parent who finds it must be schooled in practicable things. . . . He craves expression in an adult-made world, a world which he frequently considers to be unappreciative of his real worth. He wants to prove himself worth while, and the wise counselor will above all seek to enhance a wholesome feeling of adequacy, confidence, security and respect."

School Life

The December issue presents a pictorial feature which gives a bird's-eye view of vocational education activities in schools throughout the United States. *The Survey of Vocational Education and Guidance of Negroes,* by Ambrose Caliver, is a preliminary account of the report which has just come from the press. The purpose of the 2 year survey conducted by the Office of Education was to make an approach to the solution of these problems in the occupational situation among Negroes today: "(1) Their lack of integration into the new occupations growing out of the technological advance; (2) a decrease in their numbers engaged in occupations which they traditionally held; (3) inadequate educational opportunities to prepare them effectively to cope with the situation; (4) the reluctance of most of the employers on the one hand to open up occupational op-

portunities to them, and of the white employees on the other hand to recognize the rights of Negroes to enjoy the full benefits of the American Labor movement; and (5) a pathetic complacency on the part of Negroes themselves to the growing seriousness of their plight." The writer states that "On the whole the study should go far in clarifying issues respecting the vocational education of Negroes, in creating new attitudes, and in suggesting methods of attack."

The National Elementary Principal

In the December issue appears *The Assembly—A Socializing Agency,* by Mrs. Homer L. Wilson, who states that "The Assembly vitalizes the school life. In my opinion it is the most important socializing activity of the school. . . the Assembly provides a medium thru which the feeling of unity may be cultivated. . . creates a situation where individuality may be developed."

The Southern Workman

The December issue presents articles containing authoritative data on the Rust Cotton Picker; tributes to two late outstanding Negro men, *Henry A. Hunt: Good Shepherd,* by George A. Kuyper, and *James Weldon Johnson: American Negro of Distinction,* by William Anthony Aery.

School Management

"There are about five school fires every day in the United States, in spite of the fact that school officials fully recognize their responsibility to protect students from the dangers of fire. Not all of these fires are completely destructive, of course. If they were, they would find our schools being burned down faster than new ones could be built. But the record shows these five fires do occur with greater or less severity and none can tell when one of them will sweep through a school building with calamitous consequences." This is a statement by Leonard F. Maar in the article *First Aid Fire Protection for Schools,* which is in the December issue. The writer gives many helpful suggestions for fire prevention, and includes the first of two check charts for school use in fire protection.

School and Society

In the November 12th issue appears the article *Evaluating Institutions for Teacher-Education in a Democracy,* by Reid E. Jackson, who gives four criteria "for the appraisal of teacher-education curricula in a democracy."

The Instructor

The January issue presents the first of a monthly feature of visual material appropriate to the season for classroom use, and entitled *Our January Picture Page. Eskimos of Alaska,* by Marion Paine Stevens, is an eight-page illustrated unit of work for primary, middle and upper grades.

Music Educators Journal

The Greatest Need? by Elizabeth A. H. Green, is in the October

issue. She states that "What we need," in high school music education, "is a course in high school —if only a one-year course—which will carry full credit, this course to include the fundamentals of theory, harmony, ear-training and history. To put in such a course, open to all musicians, we must be allowed full and definite credit for it. Not only this, but *we must have a set of standard requirements to be met by these high school classes which will be acceptable to the college and university music departments.*"

Mississippi Educational Journal

In the December issue, Isabel Lee tells *How Country Children Became Interested in Reading;* Willye M. King discusses *The Aspects of Beauty in Literature;* C. W. Frisby presents materials on *Dictatorship In Education.*

BOOK REVIEW

■ *A Southerner Discovers the South,* by Jonathan Daniels. (New York, The Macmillan Company, 1938. 346 pp. $3.00.)

". . . But the sun and the Negro remain. And as long as they remain no external mold will quite confine or force into conformity the queer, pleasant land of Courthouse Square and Saturday afternoon."

To rediscover this "queer, pleasant land" of his birth, Jonathan Daniels, liberal editor of the *Raleigh News and Observer,* climbed into his car last Spring and drove down the highways and back-roads of the Southeast from Maryland to the Gulf. He followed the advancing trail of industry through Virginia and the mill-towns of the Carolinas, trailed the TVA through Tennessee, saw the Dyess County rural development in Arkansas and Hillhouse in Mississippi, touched Louisiana, Alabama, Georgia and Florida. He talked with governors and professors, labor leaders and industrialists, hitchhikers and tenant farmers, hill-billies and Delta planters, poets and bartenders. What he saw and heard and felt and thought, he has written into his book. No sentimental journey, it is interesting and swift, lusty and witty. He gives the feel and the smell and the taste of a people and a way of living. There is living death and emerging life; there is hope and despair. Above all, there is the ring of truth and fairness. With the sharp penetrating flashes of the poet, he illumines a broad, complex and swift-moving panorama of the Southland—its past, its present—and points a way for the future.

He finds the tremblings of a New South stirring in the womb of the Old,—a restless South with "the itching will to go riding and speeding." In the midst of the traditional "Gone-With-The-Wind" South of Vicksburg, New Orleans and Natchez, he finds a young woman crying, "Damn antiques! Damn antebellum! I want some modern conveniences—I want to live!"

Daniels sees a South as an "uninterrupted continuity" where "America, under a thin surface of modernity, goes on as it began." In Louisiana, they told him that Southerners simply lie down and "take" the constricted life imposed by Northern controlled economic forces without the guts to fight back until aroused and led by a Huey Long. "But not all the greed, not all the inequity, not all the exploitation, not all the

protection of vested interests is Northern. There are Southerners, too, as voracious as the tiger and as equitable as gamblers who demand no more than to play with their own marked decks.''

Through the warp and woof of his story and his South, runs the Negro like the strong dark thread that holds the fabric together and gives it its distinctive pattern. He feels in the cotton country the ''August-temperatured anger between tenant and landlord who, cheating brutally on one side and craftily on the other, are actually the victims of an old bewilderment rather than of each other.'' He listens to Negroes suggest that the South ought to spend the money to teach Negroes instead of keeping them hungry and pushing them toward the unions and the Communists. Mr. Daniels looks with grave suspicion upon the rush of industry which is coming South seeking cheap, unorganized labor, and agrees ultimately with the ''Philosophers'' of Chapel Hill—that the South needs a plan or a planning to replace its present policy of simply ''doing without.'' However, he scoffs at the Model TVA town at Norris as sad and silly; feels that the Agrarians are playing ''doll house'' at the Dyess colony and, while the cooperative experiment at Hillhouse is a great deal nearer reality, that they have not begun to test the cooperative plan. He realizes that many Southerners would ''prefer a sloppy South to a South planned in perfection by outlanders.''

His plea, then, is for a planning in the South that must begin at the bottom where so many of its people are. There is no handle at its top by which it can be lifted. ''All are in the warm dark, and whether they like it or not—white man, black man, big man—they are in the dark together. None of them will ever get to day alone.''

The book is alive, two-fisted and balanced. Honest and exciting, it is a stimulating document from the pen of one of the representative voices of the New South.

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ARTICLES TO APPEAR IN EARLY ISSUES

The Conference Period From the Mental Hygiene Point of View.....A. P. Moore

Three Days to Teach.....Willye M. King

Extra-Curricula Activities in the Negro College....William H. Martin

Socializing Sex Education in the High School.....Howard D. Pindell

The Interview as a Technique of Guidance.....Lettie M. Coleman

Suggestive Foundation Principles for All Educational Systems .....W. H. Craig

What Should We Know About Tuberculosis.....Howard M. Payne

Housing—An Integrated Course of Study.....William E. Best

The Government and Organized Camping Among Negroes.....William J. Trent, Jr.

Our Composition Problem.....Arthur E. Burke

WHAT WE MAY DO

Foreign news these days does not make pleasant reading. As the American sees it, things have not been going well in Europe or Asia. The forces of violence and militarism have been getting the upper hand. Worse yet, intolerance has raised its head in Germany and elsewhere, and helpless men, women, and children have been treated with a barbarity seldom witnessed among civilized peoples. However much we may dislike these things, though, there is not very much that we can do about it. Germany is, after all, outside our jurisdiction. So is Japan. So is Italy. So is Russia. When, in any of these countries, helpless peoples are suppressed or tortured because they are not liked by the ruling classes, we may regret it, but that is about as far as we can go. We lack the power to force foreigners to do as we think they should.

There is something we can do, however. We may see to it that the things we abhor do not occur in our own country. That is a big job. If we can make certain that intolerance cannot show its head in this land of 130,000,000 people, we will have done a remarkable thing. If we see to it that the people of America are free, that none of them are oppressed or mistreated, that prejudice against races and nationalities and religions is wholly avoided, we will have established a civilization of which we may be proud, and we will have done much for the whole world by standing out as an example.

The best way for each individual American to be sure that the country is free from ugly intolerance and race discrimination is to make himself free from them. Each person, whether he is young or old, has a chance to help make America the land of tolerance and freedom which we want it to be. If anyone hears a slur against Jews or against Negroes or against any religion or any national group or against any race which is in a minority and which sometimes suffers injustice, it is his duty as an American citizen to rebuke the slurs and to stand above them. That is the way that we can best show our dislike of the thing that is happening in Germany. We can best prove that we do not like it by seeing that nothing even slightly resembling it occurs in the United States. The very best way to see that it does not happen here is to keep it from getting even the slightest start. No one needs to associate with any individual whom he does not like or whose conduct he does not approve, but let each person be judged on his own personal merits. Let no one be discriminated against because of his race or his color or his religion. When we discriminate, let us discriminate in favor of those who are individually meritorious and against those who are personally unworthy. When we let race or religion or national prejudices enter into the picture, we are false to the spirit and principles of our country.

—*The American Observer*, December 5, 1938.

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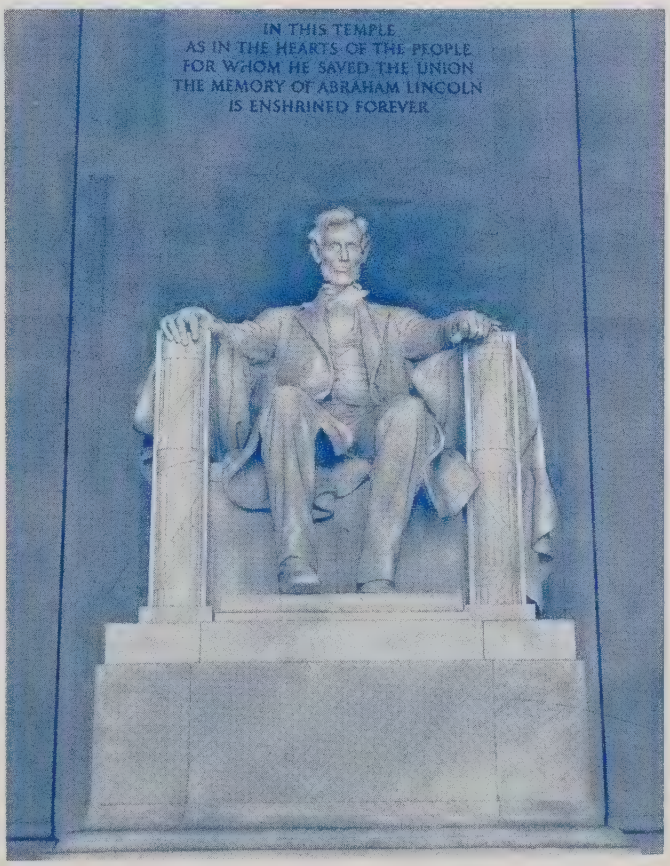
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EDITORIAL COMMENT

HISTORY, NOT PROPAGANDA, REQUIRED TODAY

A Guest Editorial

CARTER G. WOODSON

THE most important duty of the Negro today is embraced in the program of the Association for the Study of Negro Life and History —to collect and publish the records of the Negro that the race may not become a negligible factor in the thought of the world. Negro History Week is intended as an effort to draw attention to this all important task. Agitation does some good at times, but just as often it does harm in alienating the hearer before he is convinced. What the Negro needs to do today is to present his case to the public intelligently and convincingly—to file a bill of facts as to what he has been, what he is, what he has done, and what he aspires to do.

The chief trouble with the Negro, and with the whole world so far as that is concerned, is that propaganda has supplanted history in our schools and colleges. What is not the truth, or only half truth, has been taught so long that men, supposedly scholarly, boldly defend propaganda as truth. A religious order demands that its history be exaggerated out of proportion to the general history of which it is a part; a section requires the eulogistic appraisal of its heroes who have put locality above country; a nation orders that its past be wholeheartedly endorsed as ideal and that of others be decried as insignificant; a race insists that it must be played up as superior and all others rated as inferior.

The youth thus learn much about the history of America and Europe and practically nothing about the history of peoples on other continents. History which should be a force in broadening one's horizon sufficiently to learn to appreciate others is so distorted as to lead the student ignorantly to conclude that only Europeans and Americans have done great things and, for this reason alone, Europeans and Americans should possess and enjoy the best of the world. In the end, then, no one learns any history at all from the scientific point of view. Most assuredly, however, all thus misdirected learn to shun and despise one another.

Most of these chauvinistic teachers hypocritically profess to be followers of Jesus of Nazareth who taught, "Whosoever is greatest among you let him be your servant"—that is, let him who enjoys an advantage help others to achieve and enjoy life also. On the contrary, practically all Europeans and Americans take their advancement to mean that whosoever is greatest among you should be your oppressor.

If we would just learn a little from history we would realize that we have never given righteousness a chance in this world. We have merely had one nation, with the most brute force, oppressing or enslaving the weaker nations until another nation, with still greater brute force, subjugated that ruling nation. Nothing in the world has been long settled. National and personal security has always been a problem and will continue so long as nations, and persons constituting them, are so ignorantly selfish.

Such teaching of history as we have had has brought us little of the truth that makes man free. The racial bias and bombastic nationalism imparted in the name of history have merely made our elders so selfish as even to offer the youth for cannon fodder, in trying to translate into action the biased teachings of our so-called historians. One hundred times as much space is given to chicanery, cheap politics, and the cruelties of war as is devoted to those achievements which promote the progress of the world—science, art, literature, philosophy and morals.

The main thing to teach, then, is not the physical battles won for greed and power but the battles won for humanity. The triumph of the scientist over difficulties which had long baffled human understanding, the achievement of the artist in portraying what thousands had felt but could not depict, the production of the poet in expressing a thought through which a pent-up world unfolds its soul, the sacrifice of the man who denies himself that others may have full freedom and enjoy life abundantly—such deeds should be the chief concern of the historian. When the teachers of this type have supplanted the chauvinistic propagandists who are now poisoning the minds of the youth in the schoolroom we shall hear less of war and more of peace, less of race hate and more of brotherly love, less of religious differences and more of human fellowship.

IN MEMORY OF MY MOTHER

There was once a lady in this town
She wore no fancy hose, no silken gowns;
Her voice was soft, her face was kind,
She was the little Mother of mine.

She was always loving and kind to me,
Being the one that a Mother should be,
Teaching my childish mind to grasp
The import of some little task.

At her knee I first learned to say:
"Down to sleep, Lord, I now me lay."
If the task was sometimes hard,
She found her strength in the Lord.

But one day she had to leave me,
And I thought the sun would never be,
But like a light in my despair
Her memory's leading me up the Golden Stair.

And just inside the Golden Gates,
I know my Mother stands and waits,
For the baby she had to leave behind,
Down the long corridor of time.

And when into Mother's arms I fall,
Safe within Heaven's wall,
I know my joy will be complete,
Kneeling at my Saviour's feet.

—Irena Grady.

The Interview as a Technique of Guidance

Lettie M. Coleman

The interview is one of the most frequently used and the most difficult to handle of all the techniques of guidance. The difficulty in handling exists because of the human factors involved in the coming together of persons, places and circumstances. Because of its therapeutic value to personnel workers, and the frequency with which it is used by them, this article deals with the common factors involved in interviewing and what can be done to make it more serviceable to personnel workers.

This study is based on materials read, discussion with persons in the field of social work and personnel work and the writer's experience in both fields.

Definitions:

Young defines interviewing as a "specialized form of conversation by means of which we exchange experiences, reveal our attitudes, and express our views." Bingham and Moore describe an interview as a "serious conversation directed to a definite purpose other than satisfaction in the conversation itself." Another writer has described the interview as the focal point in the whole guidance movement. For the purposes of this article let us consider the directed conversation with a specific purpose and an ultimate aim depending on the capacity which the interviewer represents. We may have the grades, the results of tests and other information about Mary Jones but until we see her as a person in a face to face relationship we cannot say that we know Mary Jones very well. For the educational world, the interview furnishes an opportunity for direct and repeated contact with the individual as a functioning organism. Through this medium the personnel officer is able to integrate the various educational results as they bear upon the individual.

Personnel Workers' Use of the Interview:

Before we begin the discussion of the methods of controlling interviews, let us consider their value to personnel workers. "Of all the techniques of personal work, the interview is the most universally used."

The admissions interview is secured by workers for information regarding a student's background and his fitness for the particular institution. The interview is used with freshmen college students finding out about their background, their problems and ambitions. These

interviews usually take place during the first months of residence. They serve not only for securing information but in giving the student a feeling of belonging and letting him know that someone is interested in him. The handling of personal problems is done almost exclusively with the interview, also the detection and the handling of maladjustments. Problems of discipline must be handled at one time or the other in a face to face conference. Most educational, vocational and personal guidance is done by conferring with the individual concerning his abilities, capacities and potentialities through the medium of the interview.

Let us next consider how this technique can be advantageously used by the personnel worker.

Types:

There are two general types of interviews to which personnel workers are accustomed, namely, the formal interview, where the student or some other person makes an appointment; and the informal interview, where the students drop in "just to talk things over." This is unexpected and usually unplanned, in many cases both by the student and the worker. This type of interview is invaluable to the personnel worker because it is this type of relation that is the freest, most informal and less difficult. The student comes casually and of his own accord. There are no barriers to be broken and good will is easily developed. The number of these interviews should be greater in most institutions. The number is one of the tests of a good personnel program. However, our discussion will deal with the first or formal type of interview.

Characteristics of Interviews:

The function of an interview is usually either to give information or to secure information, or to help an individual toward a solution of a problem. Sometimes a single interview has all three, in any case we must have information about an individual before we can assist him in the solution of a problem.

Another characteristic of the interview is that it has a definite aim. This again depends largely upon the use to which it will be put. The aim of the personnel worker should be in accord with the general aim of education, the institution which he represents and most important of all the welfare of the individual in question and his total reaction in the interview situation in view of all the other knowledge the personnel worker has at her disposal. Any interview that is allowed to wander at random coming to no particular point loses its effectiveness. The interviewer must keep to the aim in mind. If we are attempting to secure information, the interview must be directed toward that end. In many cases the diversions are essential but this must not be used to a disadvantage and not allowed to get to the point that it has no bearing on the particular purpose.

We know that there are certain unreliabilities encountered in interviewing. How can we use it in such a manner that these unrelia-

bilities will be minimized?

An employee was rated all the way from one to twenty in one trait by twenty different interviewers. There is a personal factor involved in the coming together of two persons. All persons have some personality bias either consciously or unconsciously. The previous experience of both interviewer and interviewee and the factors in the present situation which are related to past situations and the pleasantness or unpleasantness of the associations are very important considerations in an interview. Are either of the persons tense and what effect does that tenseness have on the individuals? Example—Student B is told to go to an educational advisor regarding taking a certain course. He goes in and says, "I was told to come here by Mr. A but I don't want anybody to tell me what subject to take, let me make my own mistakes." It turned out that this boy has been forced to take a subject in high school which he could not see the necessity for and which he disliked. He had failed the subject and as a result of the failure had had considerable difficulty in entering college. The interviewer in this case had to break down the barrier which had been placed upon her by the student's previous experience with interviewers. The interviewer must recognize these situations as either assets to be used or liabilities to be overcome.

In spite of these unreliabilities how can we make the interview serve our purpose? First, it is important to plan the interview according to the purpose desired. This plan must be flexible and with an eye and ear open for new developments. What are the first steps? By and how can we bring in various aspects to bring out the ideas? Have you information at hand which makes for intelligent procedure? Do you know the results of tests in particular fields? Have you the student's health record handy? We must approach an interview with as much information as possible. How are you going to secure information, give information and influence behavior patterns? An interviewer must know what he wants, go after it and use all the knowledge and technique he has to get it.

The setting is important. The interview should take place in an interesting, attractive, leisurely atmosphere. Desk should be cleared of correspondence. Telephones should be silent. There should be interesting and attractive pictures on the wall. An easy chair or two and flowers add comfort and beauty. The interviewer should be rested, in a pleasant mood, and at ease, not appearing to be doing anything other than giving his entire attention to the interviewee. He should be neatly and soberly dressed, well groomed with a pleasing stabilizing personality and an understanding sympathetic attitude.

Establishing Rapport:

The interview may have a perfect setting but there are certain barriers which must be broken before a working relationship can be established. This working relation-

ship is called "rapport." The interviewee's attitude concerning the interview is important in this stage of the relationship. Does he have authority? Is he an authority? Is there anxiety because the interviewee does not know what the interview is about? As far as possible this should be known before the interview takes place. Establishing rapport is the first factor in the success of the interview. One can get nowhere in the interview if fears, prejudices, suspicions and antagonisms are against him. Establishing rapport may be assisted by reference to some irrevelant matter, a compliment, a favor asked or done. Students enjoy feeling that their ideas are respected. Ask his opinion on some event that is important to him.

Developing Interest:

The interviewer must show enthusiasm. No one responds to an inactive stimulus. Catch his interest and appear to be interested in his problem and the way in which he sees it. Allow him to talk over this problem, respect his ideas regardless of how far fetched they might seem. Follow up leads especially as they regard to his feeling about people and events. Guard against taking too much responsibility in carrying on the conversation. Allow the interviewee to do most of the talking, making plans and decisions.

Asking Questions:

Questions should be indirect and leading as far as possible. No one enjoys answering direct personal questions, but if asked a leading question, will talk on at length and reveal much information that would be entirely blocked if the personal question were asked. Opportunities should be given for free self-expression and the interviewer should observe mannerisms, posture, breathing and voice pitch. These bodily movements are indicators of emotional reactions and are very important parts of the interview.

Developing An Attitude:

The interviewer must be fair, frank and responsive. A seeming unfairness, deceit or indifference creates the same responses in others. Interviewers must recognize the basic human drives. Youth is anxious to express itself and to find security in somebody to whom it can go and talk over its situations. A student should feel that he is getting both confidence in himself and confidence in the interviewer in the solution of his problems.

Sticking to the Issue:

At times the interviewee will tend to wander far from the topic of discussion. Care must be taken in directing him back to the subject. He must not be obviously forced but gradually led back. At the same time, listening carefully for significant deviations but always with the main purpose in mind.

Dismissing the Interview:

When the interview is over, close it. One might spoil all that might

have been gained by pointless argument or needless discussion. When the purpose for which the interview was intended is achieved, the interview should be tactfully and carefully dismissed. It can be preceded by a summary and the points covered enumerated, or the interviewer may rise or glance at his watch. There is no set length of time for an interview. If after sufficient time in the judgment of the interviewer, little has been accomplished, it is wise to ask the individual to think over the problems and to return at another time.

Evaluating the Interview:

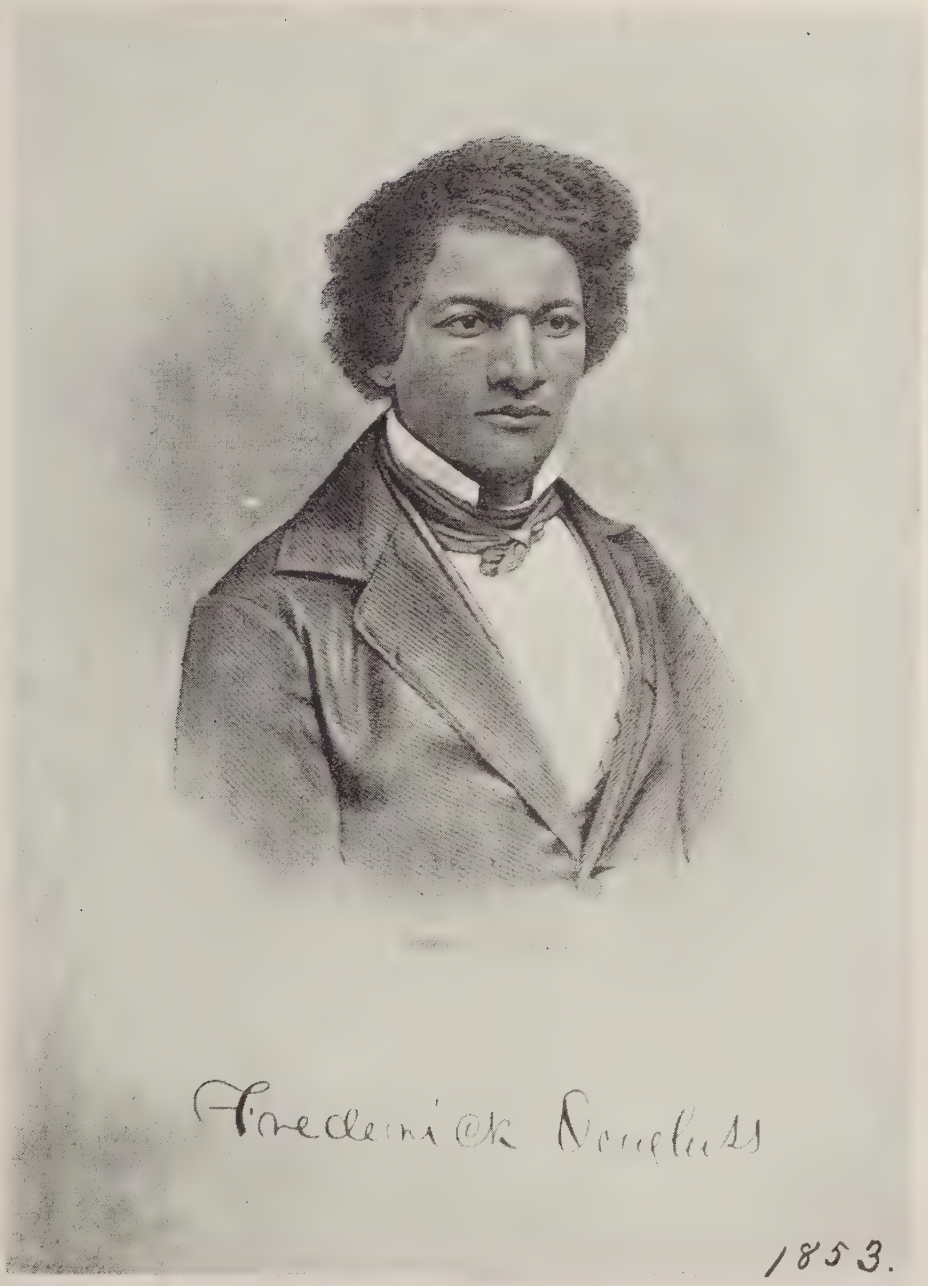
How does one know that the interview was successful or unsuccessful? Any criteria of success must be a matter between the interviewer and the interviewee. Did the student leave with a feeling of satisfaction, and did he know how to take the next step? These are the two important determinants of any successful interview. The future behavior of the individual in regard to his problem is of course the ultimate check. However, this may not take place until much later in the individual's life. For the immediate evaluation if the individual seems to have understanding of his problems, makes his own decisions and comes back to talk over his problems in the future, I believe we may be safe in saying that a particular interview was successful.

Summary:

This discussion has attempted to define the interview, point out its values and uses to personnel and other workers, its unreliabilities and methods of overcoming these hazards. The interview like other techniques of guidance has function, aim and purpose and is one of the most frequently used techniques of guidance. Therefore, its perfection is of manifold importance. We have no criteria for the perfect interview other than the results obtained; however, there seem to be ten interviewing suggestions which will be helpful to personnel workers. These suggestions are as follows: 1. Recognize personal bias on the part of the worker or student. 2. Plan the interview. 3. Create a desirable setting. 4 Establish rapport. 5. Let the student feel that you are interested in him and his problems. 6. Let him talk freely. 7. Listen carefully for significant diversions. 8. Keep to the aim of the interview. 9. Be responsive and sympathetic. 10. Close the interview when it is over.

ANNOUNCING

Publication of the first of a series of *Units*, with accompanying stories, on Negro life particularly adapted to grammar and high school grades. The first *Unit* will be on *Negro Music and Musicians*. See the March issue for full particulars.



AN EXPRESSION OF THE DAUNTLESS FAITH OF FREDERICK DOUGLASS WHEN THIS PICTURE WAS MADE TEN YEARS BEFORE THE EMANCIPATION PROCLAMATION: "OLD AS THE EVERLASTING HILLS; IMMOVABLE AS THE THRONE OF GOD; AND CERTAIN AS THE PURPOSES OF ETERNAL POWER AGAINST ALL HINDRANCES, AND AGAINST ALL DELAYS, AND DESPITE ALL THE MUTATIONS OF HUMAN INSTRUMENTALITIES, IT IS THE FAITH OF MY SOUL THAT THIS ANTI-SLAVERY CAUSE WILL TRIUMPH."

*The Present Day International Situation**

Merze Tate

Only a few weeks have passed since America and the rest of the nations waited in breathless suspense for the word that would determine whether there would be war, or whether there would be a continuation of armed peace. And when it proved to be the latter, there was a general gasp of relief as we settled back into the ruts of our workaday world.

Now that the war scare has passed for the moment, let us consider the facts.

Created through the provisions of the Versailles Treaty, Czechoslovakia is made up of several minorities: Magyars, Poles, Ruthenians, and Sudeten Germans, the last of which alone number approximately 3,500,000. At the Peace Conference, Thomas G. Masaryk, who with M. Eduard Benes consolidated the modern Czechoslovakia, questioned the wisdom of including the Sudetens within the boundaries of his new state, but was howled down by President Wilson, Prime Minister Lloyd George, and Premier Clemenceau who wanted Czechoslovakia to serve as the strategic and economic bulwark against German expansion to the east and south. Masaryk, whose influence and prestige in England, where he was known as a Professor of Philosophy in the University of London, it will be remembered, visited this country during the World War, and through his connection with Woodrow Wilson, was instrumental in arranging the Pittsburgh Pact which secured the support of the Slovaks for the founding of a dual state.

Failure of Versailles

The severity of the Treaty of Versailles, the British and French refusal to consider the revision of that treaty, and their opposition to Anschluss (the union of Germany and Austria), contributed greatly to the rise and success of Herr Hitler. The Führer has capitalized and depended upon the vacillations of French and British diplomacy and has bluffed his way from victory to victory: first, rearmament; then reoccupation and remilitarization of the Rhineland, followed by the annexation of Austria, and the dismemberment of Czechoslovakia. Had the democracies taken a firm stand in the beginning, with the support of their allies, they would have been able to have checked this German aggression. But Great Britain, unprepared for war, and not wanting to chance the collapse

*A resume of the facts included in a series of lectures delivered at Bennett College, North Carolina A & T College, Dudley High School of Greensboro, North Carolina College for Negroes, Lutheran College of Greensboro, and the high schools in High Point, Burlington and Reidsville, N. C.

of her Empire, immobilized France, the guarantor of Czechoslovakia. So long as the mighty British Empire remains intact, the British Conservatives are willing to sacrifice everything and everybody. In 1932, it was Manchuria who was offered up to aggression. In 1934-35, Ethiopia. In 1937-38, Spain, China, Austria, and finally Czechoslovakia. If the Czechoslovakian government had been let alone, with no interference and "unofficial advice" from the British government in the person of Lord Runciman, the Sudeten and other minority problems would have been settled more satisfactorily than they were liquidated. M. Eduard Benes, one of the finest, most able, and most scholarly of internationalists, placed his faith first in the League of Nations and then in pacts and collective security, and was miserably betrayed.

Disappointment of Munich

The Munich accord brought us peace, but a temporary and unstable peace in which no power feels secure. There has been no respite in the armament race. All nations are preparing for war. Hitler has gained more during his five years in power than any Emperor, Caesar, Tsar, or Kaiser, in a like period of history. Moreover, without firing a gun, he has lifted Germany from the depths of despair to the ranks of the greatest power in Europe. He has probably accomplished more through threat than he would have through war, although it was the menace of war, the fear of the mighty German air force, which caused the Anglo-French retreat. The German Dictator has brought pride to all Germans. Psychologically, they are now the strongest people in the world—fully conscious of and confident in victory—a consciousness and confidence which rings out in their "Heil Hitler! Heil Sieg!"

Hitler has opened the Moravian and Danubian gateway. He has cleared the path to the Rumanian oil wells and the Ukranian grain fields. Germany is now in a place to realize her age-old dream of "Drang nach Osten" (push to the east) and the "Berlin to Bagdad" railway, while finding her "place in the sun."

The smaller states of Central and Southwestern Europe have become satellites of Germany and now revolve in the Nazi economic orbit. They have turned from their post-war financier and protector, France, who has proved herself inadequate as an ally in emergency, to the mighty Nazi giant on whom their future political existence depends.

The year of 1938 has been one of phenomenal gains for the fascist states while the democracies have stood the expense. Japan has rapidly conquered coastal China and much of the rich hinterland, a fascist victory has been practically assured in Spain, thereby rendering the French and British trade routes through the Mediterranean and around Africa extemely vulnerable. Fascism reigns supreme in Middle Europe. The Rome-Berlin-Tokyo Axis is a real, vital and dangerous factor in world politics. The U. S. S. R., the only great power which took a bold and courageous

stand during the Czech crisis, is isolated. French hegemony in central Europe is ended, France has receded to a second rate place in history while she and the British Empire face the German demands for a return of lost colonies. At last Great Britain must pay the price for her past vacillations and unfaithfulness. She no longer holds the balance of power in Europe.

Effects of Neutrality

And what of America while the world about her seethes like an angry cauldron, licked by the flames of a threatened war? America sits stolidly, silenced by a gag of red tape. Her neutrality legislation makes it legally impossible for the United States to use her great economic and financial resources against an aggressor. When the President finds that a state of war exists, he must embargo the export of arms, ammunitions and implements of war to both belligerents. Other war materials which the parties need for the prosecution of warfare may be bought in this country on the "cash and carry" basis. Thus our neutrality policy favors the stronger belligerent and ignores the weaker, it caters to the ones who are able to manufacture munitions at home, it abets those who have the cash with which to buy and the ships in which to carry American commodities home. There is a definite need for the revision of the neutrality legislation to permit the United States, as the Chief Executive sees fit, to throw her economic weight on the side of justice. In the present situation the President's hands are tied. He can take no positive stand other than to register his protest and present a written or verbal appeal for "peace on earth, good will to men."

As the distant thunder of the war threat grows nearer, the great white hope, the League of Nations, like Snow White, sleeps on, waiting for a Prince Charming. The Manchurian Prince was too yellow. The Ethiopian Prince was too black. The Spanish Prince was too red. The Czechoslovakian Prince was too mixed. Is she sleeping the sleep of death? Will she awake? Or are democracy and liberalism doomed?

A REQUEST

Many subscribers have been extended the courtesy of deferring their payments to some future date. It will enable us to serve them better, without interruption, and with greater economy, if such subscribers would send in their remittance when due without our having to send a bill. Cooperation in this will enable us to reduce our overhead expenses and to transfer the saving effected to the improvement of the service of the magazine. Thanks!

An Outstanding Virginian of 1938

L. F. Palmer, principal of the Huntington High School of Newport News, Virginia, and secretary of the Virginia State Teachers Association, was cited by the *Richmond Times-Dispatch* as one of the 12 Virginians on the Honor Roll for 1938. The other 11 were white citizens and included such notables as Ellen Glasgow, Margaret Sullavan, and John Powell. The basis for making the award is well expressed by the editors, as follows:

"It is important to bear in mind, however, that a place on the *Times-Dispatch* Virginia Honor Roll goes only to those who achieve above and beyond what is expected of them. It is not sufficient to do a job well. It must be done superlatively well."

In addition to the inclusion of Mr. Palmer's photograph, a full citation was given of his outstanding services, as follows:

"Lutrelle Fleming Palmer, principal of the Huntington High School in Newport News, is a public employee who has done his work so superlatively well that its good results have extended far beyond the bounds of his own field of employment. During the 18 years in which he has been its principal, Huntington has become one of the leading Negro high schools of the South, and it now represents a model achievement in the field of secondary education for Negroes.

"Huntington High has been promoted into three new buildings under Mr. Palmer's administration. In 1924, it moved into an 18-room brick building, and in 1936 to its present quarters—one of the most modern school plants in the State. The school now has an enrollment of 630 pupils, and a teaching staff of 22. Located on a 10-acre site, the plant includes the school building, a recreation building for children and adults, a play field for the community, and an inclosed athletic field. The school's curriculum is progressive, and its program includes a comprehensive scheme of community development. In an important sense, Huntington High School has become a center of Negro life in Newport News, and one that is supplying the Negro community with leaders.

L. F. PALMER

"Mr. Palmer's own community activities have been wide and significant. He served as chairman of the slum clearance survey committee whose report to the Newport News City Council resulted in the recent appointment of a housing authority for Newport News. He is one of the co-chairmen of the Newport News Interracial Committee. Since 1924, he has been editor of the Virginia Teachers *Bulletin,* official bulletin of the Virginia State Teachers Association. In 1926, he was elected executive secretary of the association, and holds this office at the present time. Largely due to his efforts, the association has increased its membership from less than 400 to nearly 4,000. Its membership now includes more than 95 per cent of the Negro teachers of Virginia. Mr. Palmer is a former vice-president of the American Teachers Association, and vice-president of the Association of Colleges and Secondary Schools for Negroes.

"He received the degree of bachelor of science from Wilberforce University in 1911, as the honor graduate in his class. He received the same degree from the University of Michigan in 1912, and was awarded the degree of master of arts by Hampton Institute in 1936. He has been principal of Huntington High School since it was established in 1920."

Mr. Palmer has also worked consistently for equal educational opportunities in the Negro schools. The award, therefore, brings encouragement to the hundreds of Negro leaders who are likewise working toward this end.

—William M. Cooper.

(Mr. Cooper has the distinction of having been named on the Honor Roll for 1937, the year it was initiated. *Editor's Note.*)

The Relation of the Elementary School to Occupational Choice

Irma Kingsley

In the November issue Miss Kingsley discussed the problems of and need for guidance in the elementary school. The entire discussion is concluded in this issue.

Assuming then that guidance is indispensable in the development of children — several questions naturally arise,

1. What guidance should be given?
2. When should guidance begin?
3. Who should receive guidance?
4. How can the elementary school so guide its pupils as to make them successful in the occupations of their choice?

Kinds of Guidance

In answer to the first, "what guidance should be given?" we may state that that guidance is necessary which provides for the acquisition of those skills, attitudes, abilities, knowledges, and understandings essential to successful living. In the elementary school, we should stress guidance in the development of such personality traits as patience, courtesy, obedience, honesty, cheerfulness, truthfulness, self-reliance, altruism, and respect for the rights and opinions of others; in the acquisition of those skills and techniques which will meet the reading, number, and writing needs of the child; in the development of those social understandings and knowledges which can be comprehended by the elementary school child; in wholesome ways of using leisure; and into knowledges and practices which will promote healthy minds and bodies.

Who Should Guide

Who should give guidance? This question has been partially answered earlier in this discourse. It might be added, however, that in the recent past, guidance has been regarded as the duty of specially trained persons. This conception has given way to the newer conception that all who come in contact with children may serve as guides—these include parents, librarians, supervisors, custodians, municipal officers, social workers, religious leaders, administrators and all associates of children. The home, the school, the church, the state, playmates, the radio, the newspaper, and the movies are all potent influences in child development.

When Should Guidance Begin

To this one might say that guidance begins when learning begins, at birth. Every interaction between the organism and its environment leaves an impression. Hence, the school and home environments should be made conducive to the development of the best. The wise parent and teacher utilize every situation to guide the child into the practice of that which is desirable. Since we not only learn to do by doing, but learn what we do, it is important that the child be led to practice the correct or desirable thing. The example of the parent or teacher is a potent influence in child development which should not be minimized.

Who Needs Guidance

Every child should receive guidance. By no means should it be restricted to the maladjusted or problem child. Every child has a right to the cultural heritage of the race, to a knowledge of those practices and thoughts which have been found to be best; to the opportunity to master those skills and techniques consistent with his native capacity. He has a right to acquaintanceship with actual and possible fields of human endeavor. Not only should his questions receive consideration but a conscious effort should be made to surround him with stimuli which will lead to

problems—problems having to do with living and working.

Methods of Guidance

The last question and the most pertinent to this discussion is "How can the elementary school provide its pupils with occupational information, with those understandings and attitudes which will serve as a basis for occupational choice?

It might be stated here that the elementary school makes no attempt to give vocational education or training. The age at which children leave school is being raised through child labor legislation, compulsory school attendance laws, age requirements for employment—and lastly but significantly, by the increasing appeal of the school. It is hoped that as the activity curriculum becomes accepted by more and more schools, there will be more and more children, who would have been failures in the traditional school, finding school a happy and satisfactory place to work —and, therefore, remaining in school for a longer time. The elementary school can only help to lay the foundation for wise occupational choices which must be made at some later date. How can this be accomplished? A few suggestions might serve to point the way.

1. The elementary school should make a careful study of each child and record the findings along with any outstanding changes in conduct or attitude which might occur. Such a study would include the child's interests, his aptitudes, his personality traits, his mental capacity, his physiological and sociological history. Such a record should be available to each teacher coming into direct contact with the child.
2. The school should provide for a study of the background of each child. This information serves to explain personality maladjustments, limited vocabulary, limited general knowledge. Such a study should include the economic, social and intellectual status of the home, the family attitudes and standards.
3. The elementary school should employ teachers who are qualified by training, personality, and experience to make intelligent use of all the available data concerning the child. Such a teacher should have the following personal qualifications:
   (a) the ability to inspire confidence on the part of the pupils,
   (b) the ability to command the respect of the pupils,
   (c) insight — or the ability to properly evaluate a situation,
   (d) sympathetic understanding of child problems,
   (e) tact,
   (f) patience,
   (g) a genuine love for children and an interest in their development.

In addition she should have broad cultural training, wide experience with things and people, social understandings, and a knowledge of the work-a-day world. She should be able to give the pupils an insight into the major fields of

human endeavor without bias or prejudice. She should be thoroughly acquainted with the social and economic status of the various groups in the community and with the business and industrial enterprises in the immediate locality.

4. The elementary school should provide a curriculum that will lead to the most satisfactory development of its pupils. Such a curriculum should meet the following specifications:
   (a) It should be based upon that which is best in American ideals and practice.
   (b) It should be organized around the major areas of human experience—so as to be real and vital.
   (c) It should be based upon the interests, needs, and abilities of the children it must serve.
   (d) It should include experiences which develop from actual needs of the pupils or the community.
   (e) It should provide for the discovery and exercise of any special abilities, aptitudes, or interests.
   (f) It should provide for the development of those personality traits, aptitudes, and understandings essential to successful living.
   (g) It should provide opportunities for pupils to do creative work.
   (h) It should provide occupational information through contact with books, people, and places of work.

Such a curriculum can help the pupils to gain occupational information in the following ways:

1. Through reading matter which describes the work of the world. An increasing number of books suited to the various age levels, and which concern such subjects as transportation, communication, science and invention, gardening, plants and animals, community helpers, etc., are being published. This reading matter should be drawn on heavily in connection with a curriculum meeting the specifications listed above.
2. Through activities which will lead the pupil to investigate the various fields of human endeavor.
3. Through the use of educational films.[1] Such films pass before the child a panorama of many countries and a variety of human behavior. They should reveal persons practicing their various careers rather than present careers in the abstract. It is important that such films be free from propaganda and that they present the truth with no suggestion of misrepresentation.

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[1]The H. W. Wilson Company publishes a catalog of educational films. This catalog gives information concerning the length of the films, how they can be secured, whether they are silent or sound, and the cost of borrowing them. The General Education Board is financing a project on motion pictures for the benefit of educators, with the hope of establishing an agency which will recommend and evaluate films. One author emphasizes the importance of the film as an educational instrument when he says, "The film is a supplement, an expansion; it begins to teach where the textbook leaves off."

In the July issue of the *Forum* the editor writes, "Teachers as well as parents throughout America today are beginning to realize the potential power of the motion picture to supplement the traditional routine of the classroom and to enliven the processes of education. Motion pictures enjoy an advantage over every other medium of instruction yet devised by man in their capacity to concentrate information and record human conduct. The motion picture houses today are the chief guides of the American child in his conversation, thinking, and behavior. For the film has relegated to second place the influence of the folk tradition that children transmit to their fellow-children."

4. Through excursions to places of business, industrial plants, and other places where people are engaging in useful occupations—to read about a thing is one thing, to see people actually engaging in an activity is another.
5. Through the study of pictures which portray persons engaging in occupations or products of such activity. — Suggested sources are newspapers, magazines, bulletins, circulars and government bulletins.
6. Through interviews with travelers, workers, employers, etc. These persons might fire the imagination of children and inspire them to high ideals of endeavor.
7. Through opportunity for creative work. By this means a child is given a chance to discover his own special abilities and aptitudes. An evidence of the failure of the school to do this is the establishment of an agency for determining the aptitude of persons maladjusted in their work. How much more economical it is to discover such aptitudes earlier in life!

Such a program as the one outlined above can only be made to function effectively with the cooperation of the community. Dr. Paul Misner, superintendent of Education in Glencoe, Illinois, predicts that in the near future there will be in every community "a Community Coordination Council" —which will represent all community agencies for the education of young people — recognizing the school as the integrating center.

"Teachers must realize that childhood is a time of adjustment. In order that the child's adjustment to his social situation may be as complete as possible, the life within the school must reflect the life of the social group of which he is a member. The school which can give the child a broad perspective of life and its problems, will equip him to evaluate these problems for himself and to build out of his evaluation a philosophy of life by which he may live."[2]

We must not think of the progressive school here described as the end-all and be-all of educational endeavor. It is merely one more attempt to make the education of children really function in their living from day to day—and from year to year—with hope that every individual will come into full realization of his inalienable right; that is, a happy and useful life.

[2]Teachers Guide to Child Development—California State Department of Education.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

The Government and Organized Camping Among Negroes

W. J. Trent, Jr.

Play, recreation and leisure have become momentous words in the educational vocabulary. Formerly education and recreation were considered separate and distinct phases of a child's development. Now, the two are inseparable, and each has served to enrich the other through constant interplay of correlated activities. In the field of recreation, there is no agency more stimulating to adolescent development than organized camping. Agencies to provide these facilities have increased tremendously within the past decade, and lately a new experiment has been tried out by an agency of the Federal Government.

Within the last few years the Department of the Interior, through the National Park Service, has entered the field of organized camping on a cooperative basis with several states. This activity began in 1934 under the Land Program of the Federal Emergency Relief Administration when the Recreational Demonstration Projects were authorized for purchase. The Land Program had as its chief objective, the purchase of submarginal agricultural land and its conversion to better use. It was decided that a major need at the present time was the provision of camping facilities for low-income groups, and that this might be accelerated by the development of such areas by the Federal Government. These areas would serve to illustrate what could be done in the field.

Since the Negro population is concentrated largely in the low-income group, such a program had to take into consideration their recreational needs. Brief studies were made to ascertain what these needs were. Later, in order to get a more comprehensive picture and to coordinate recreational programs, the National Park Service undertook the Park, Parkway, and Recreational-Area Study in 1937 under Congressional authority. While these studies are only partially completed, enough has been discovered to give a glimpse of the problems. These surveys have taken up questions of distribution of population by race and concentration, flora and fauna, topography, economic conditions and probable trends in population growth. Surveys of existing recreational facilities are being made, and it is evident that very little consideration had been given the recreational needs of the Negro population.

It was discovered that in certain sections of the country the economic and social status of Negroes required intensive day-use recreational areas located near the concentrations of Negro population. This would

provide for picnicking, boating, tennis, soft ball, swimming, and outdoor dramatics. In other sections, it was felt that adequate areas for organized camping should be made available. It is in this latter field of recreational activity that striking advance has been made by the Department of the Interior in providing for the Negro population.

CHILDREN AT PLAY, CAMP CHOPAWAMSIC

Several organized camps for Negroes have been developed in the South and Southeast. Among them are Camp Crabtree Creek, which is located between Durham and Raleigh, North Carolina; Camp Chopawamsic near Washington, D. C.; Camp Lake Murray near Ardmore, Oklahoma; and Camp Swift Creek near Richmond, Virginia. It is expected that other areas will be developed with the cooperation of state recreational agencies. In the majority of cases, a large area has been set aside on which are located both Negro and white camps. They have been and are being built on submarginal land with money made available to the Department of the Interior by the Emergency Funds. Work is done by either relief labor or by CCC workers, depending on the location of the camp.

The camps are being built on the unit plan in order to make the facilities as flexible in their use as possible. First, an administrative center composed of headquarters building, dining hall, infirmary and other administrative quarters is built. Then surrounding this, much after the fashion of spokes of a wheel radiating from the center, are the camp units. Each unit is composed of six cabins, a unit recreation building, latrine and counsellor's hut. With four campers in a cabin, each unit has 24 campers and a counsellor. These small units make it possible to group campers according to their age, interests and abilities, and to plan programs flexible enough to meet these individual differences. The cabins are built in rustic style. Proper drainage and landscaping are provided to secure maximum, beneficial results from the area.

In order to meet the requirements of furnishing camping facilities for low-income groups, it was necessary to fix a permit fee that would provide for adequate maintenance of the camp and at the same time would be within the reach of agencies that would sponsor such camping. The fee was set at $600 for a camping season of ten weeks for a one hundred-camper capacity camp. That is to say, the cost per camper per week for the use of all of the

facilities is sixty cents. Services supplied the camps are the maintenance of buildings and grounds, sanitation and water systems, garbage removal and year-round police protection. The camping agencies supply the movable equipment needed with the exception of stoves, refrigerators, and tables and benches, which are part of the permanent equipment of the buildings.

MAKING A DRUM AT CAMP CHOPAWAMSIC

All of the camps are rented to and operated by properly qualified public, semi-public, or private non-profit agencies. This makes it extremely important that Negro groups organize such agencies where none are at present available in order that the opportunity for Negro boys and girls to use these modern facilities will not be lost. The Federal Government has provided these facilities. It is left to Negro groups to come together and conform to the requirements set up for participation.*

**Inquiry concerning these camps should be addressed to W. J. Trent, Jr., Adviser on Negro Affairs, Department of the Interior, Washington, D. C.—Editor's Note.)*

The Pledgees' Meeting

Mamie L. Williams

For six long weeks six pledgees had trudged through all kinds of weather at all hours of the day trying to satisfy the whims of sixteen members of a graduate chapter of a certain sorority. Seemingly it had all been in vain, so they were meeting to make one last desperate effort to please the unreasonable Greeks. As she sat gazing upon the dying embers in the old-fashioned fireplace, the chairman, a social worker whose every utterance bespoke competency, broke the silence and the following conversation was overheard:

Lois: What are your plans for the meeting tonight? Are you willing to make one more attempt to please our task-mistresses?

Geneva: Yes, and then I am throwing up my hands after tonight. I am taking the position or attitude of the man who had difficulty with his algebra. He finally concluded that his inability to find "x" would not

keep him from getting on in the world. And that is just what I have decided about making this sorority.

MAXINE: Well, girls, I have it all worked out. Since they are all teachers, let's present a program on Educational Trends.

ALTHEA: What a bright idea! That surely will appeal to them because they are always talking shop.

BERNICE: May I be the first speaker? This idea about streamlining education has captivated me. You know, there is Miss X in that group who is still using the methods of her teachers and she has been on that one job thirty years. Her philosophy is that the only way to learn is to learn. I'll tell her indirectly that if she would use the project and unit methods and stress various types of activities that her results would be similar to those of streamlined machinery — better performance.

BEATRICE: Let me follow that with "What the Junior High School Pupil Needs." I heard Miss Roma Gans of Columbia University deliver a lecture on that subject and it was so practical that I can give it almost verbatim. What's more, Miss Y needs that information. Let me tell her that the adolescent youngster needs first of all to know how to mix well, how to get along with others and above all he wants to be wanted just as adults do; that he needs to be taught the value of good and wide choices made in accordance with an acceptable set of values; that the child of this age and grade should not be worried, harassed or belabored but rather all energies should be bent towards keeping him physically and emotionally fit. Won't she be surprised when I tell them that this pupil has a great need and urge for scholarship? How often have I heard her say that her pupils are so stupid. All normal children have a great amount of curiosity. Guide them wisely and sympathetically and you will get high scholarship. Just the other evening William Lyon Phelps was quoted as saying, children are intensely eager to learn until they reach the age of fourteen, when they suddenly become stupid and many remain so. I believe it is the fault of the parents and teachers who don't know how to guide them — how to "free the life process for its own most adequate fulfillment." Be that as it may, he has several other needs such as a feeling of respectability, affection, a great challenge that will be a unifying force in his life and above all, the confidence of adults. After I have enlarged upon these ideas I'll conclude with this excerpt, "A child may be compared to a brook which follows any change in its bed. The brook persists in its identity in spite of the diversity of its form. It may become a lake or a torrent. Under the influence of environment, personality may become very thin or concentrated and acquire great strength."

ALTHEA: There you have hit upon my subject, "Personality." I'll begin with my favorite definition by Richmond—"Personality is the product of the interaction of the two forces of heredity and environment." I have just been reading that in the school of tomorrow the personality of the teacher will be given great consideration; that just as at the theater

"the play's the thing" so in the school room, the teacher will be the thing, and she will rule the children by charm and adroitness rather than by force. You know there are still many teachers who still believe in "Spare the rod and spoil the child." When I have finished they will try to develop personalities "to cable home about" and will no longer feel that they belong to a third sex.

GENEVA: Your speeches are excellent; they are quite in keeping with the latest ideas in educational theory and practice, but if your aim is to make the sorority somebody had better say something about mathematics to conciliate the mathematician in the chapter for I have heard that she controls it.

MAXINE: Let me have that pleasure. I attended a mathematics round table a few weeks ago and the very atmosphere was charged with a feeling of superiority which was "topped off" by the main speaker's address in which he stated that mathematics is the greatest science that the human mind can grasp and that in its farthest reaches it deals with ideals. You could see the members swelling with pride over their highly cultivated minds. It reminded me of an article I read about the subject but I can't recall the author. He said in part—"The lowering of school standards in order that a much larger number of pupils may be passed is a notorious fact. The poorest students set the pace. The relaxation has been especially great in the field of mathematics and the mathematical sciences. This is one group of subjects which psychologists have found to have a favorable effect on personality. Mathematics involves the development of the most precise, most sustained and most closely knit set of habits. In comparison with such subjects as English, the social sciences, the foreign languages, history, etc., the standards in mathematics are far more exact and exacting. The more slipshod the habits which a subject permits, the more harmful it becomes to the development of desirable personality traits. These statements apply to general trends, not to the exceptional pupils who rise superior to the laxities of their educational environment no matter what subjects or courses they take."

ALTHEA: We'll go running in on that.

BERNICE: I knew we could leave it to you, Maxine. I was wondering about your using the author's material without permission but since it's included in a sort of review, it's permissible. Go ahead.

Now we'll need a summary to round it out. Lois, you are a social worker and Marjorie Hillis's "Work Ends At Nightfall" says that the social worker whose eyes have been washed clear through service has the best understanding of all professional people, so we'll delegate that to you.

LOIS: Teaching Education was my line before entering this work so I'll talk on "The General Objectives of Education" which are:

1. To promote and maintain the physical and mental fitness of the individual, enabling him to live at his best.
2. To develop proper standards of conduct.

3. To develop and fix individual and community habits.
4. To develop and establish wholesome vigor and foresight that will meet new situations that must certainly arise.
5. To point out the evil effects of careless living.
6. To be a good citizen.

ALTHEA: That is just what we want. Let's go now and put the finishing touches on these speeches so we can get to the meeting by 9:30.

Two weeks later the graduate chapter of Greenwood, glowing with pride and keen satisfaction over its pledgees who had proven themselves of high scholarship and professional interests, had the largest initiation in its history. In several class rooms over the city, for the first time, teachers and pupils were en rapport because of the pledgees' meeting.

New Frontiers of Employment

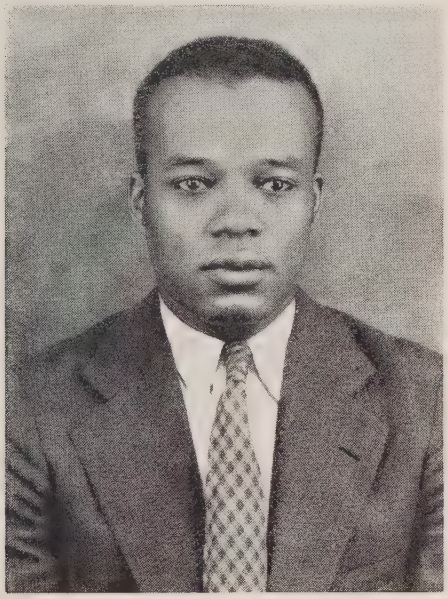
This is the first in a series of articles dealing with persons and businesses cooperating to furnish employment for Negroes in fields which have heretofore not been opened to them. We believe that due recognition should be given to these businesses and their Negro employees for their acumen in recognizing the existence of a vast market for quality products and the value of using Negroes as representatives. Readers are invited to send us similar instances of this type.

THE METAL ARTS COMPANY, ROCHESTER, NEW YORK

About four years ago a search was made for reputable jewelry concerns which would employ Negroes to sell class rings, pins, keys, invitations, dance favors, convention badges, etc. Out of more than 30 or 40 replies, all of which took the stand that they had a well trained staff of college trained salesmen and, even though they did a lot of Negro business, they did not see a necessity of changing their present force just to give a Negro a job. Some of the answers were, "if you are able to finance yourself in traveling from town to town, soliciting business, we will be willing to supply your customers." This was just another nice way of saying that Negro employment was not wanted for one can well understand what it would mean to finance such a business.

However, The Metal Arts Company, Rochester, New York, took up the proposition of employing Negro salesmen, and over a period of three years, have in their employ seven full-time Negro salesmen, and three part-time Negro representa-

tives. The entire force consists of a Director of Sales who is A. L. Allen, a graduate of Fisk University. Other salesmen represent some of the leading Negro colleges: Mr. Lonnie F. Briscoe, Le-



AARON L. ALLEN

Moyne College, who travels in Texas and Louisiana; Mr. Elmer Kelley, Tennessee A. & I. State College, travels in Georgia and Florida; Mr. W. O. Yarbrough, Fisk University, North Carolina representative; Mr. J. A. Walker, Fisk University, travels in Oklahoma and Missouri; Mr. T. C. Needham, Knoxville College, travels in Mississippi and Arkansas; Mr. Garnett Nelson, Dean of A & T College at Greensboro, North Carolina; Mr. Seymour Carroll, Special Representative of South Carolina; Mr. C. L. Blackwell, former dean of Thyne Institute, Chase City, Virginia, travels in Virginia, West Virginia, and the District of Columbia.

The Metal Arts Company, one of America's finest manufacturing jewelers, are makers of U. S. Cadets Insignia, the U. S. Congressional Rings; official jewelers for Fordham University, Fisk University, Meharry Medical College, Lane College, A & I State College, Central High School, Louisville, Kentucky; Wiley College, Dillard University, Southern University, Pearl High School, Nashville, Tennessee; Howard High School, Chattanooga, Tennessee, and many other schools and colleges.

It is fitting and proper to say that The Metal Arts Company is celebrating its 26th year in the industry and solicits the patronage of Negro schools, colleges, lodges, churches, fraternities and sororities through a well trained corps of Negro salesmen. A company that practices fair play, with no discrimination in any phase of its business regardless of race, creed or color.

A. L. Allen,
Director of Sales.

Our doubts are traitors, and make us lose the good we oft might win by fearing to attempt.—*Shakespeare.*

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

THE attention of every teacher of Negro children is directed to the findings of the Committee on Education of the National Congress on Problems of the Negro and Negro Youth held in Washington a fortnight ago. These findings not only lay the philosophical basis upon which equality of educational opportunities is justified, but have formulated, in excellent verbiage, many details of the educational situation that await solution.

It is to be hoped that State Teachers Associations, as well as those of a more local nature, will familiarize themselves thoroughly with this expression of the educational credo of their group, and will exercise such influence as they can, looking toward putting these ideals into achieved reality.

Along with these findings, the attention of every teacher is also directed to the recent decision of the Supreme Court, dealing with the question of educational equality. One eminent Federal jurist, in commenting upon this decision, characterized it as one of the two or three most important decisions that has been handed down by the highest court in the land dealing with the interest of the Negro group. While the practical realization of this high ground taken by the Supreme Court may be slowly achieved, there remains nevertheless, the fact that the principle has been established.

We, therefore, call upon the teachers of Negro children throughout the country to strive in intelligent and sane ways to bring to pass this ideal of equality of educational opportunities.

CARRINGTON L. DAVIS, *President.*

✦

Benjamin Griffith Brawley*

Scurlock Photo
BENJAMIN GRIFFITH BRAWLEY

There are just two reasons why we talk at a time like this. We talk in order to console the bereaved—to speak words of cheer and consolation to them. Deep grief is like a heavy load. The more numerous the hands lifting the load, the lighter it is to carry. Likewise, the more numerous the people sharing the grief, the easier it is to bear. So we, the people of Howard University, we the people of the Nineteenth Street Baptist Church, and we the people of the United States of America have assembled here today in body and mind not only to pay tribute to a distinguished American but to help share the grief of the bereaved. Deep grief is like a heavy load. When shared, it is easier to carry.

We talk again at a time like this in order to exhort the living to an emulation of the virtues of the deceased. Benjamin Griffith Brawley, whether performing his duties as an attentive, devoted husband or inspiring students in the classroom at Morehouse, Shaw, or Howard University; whether writing a book or composing a poem; whether preaching a sermon or worshipping as an ordinary layman; whether performing a sacred task around the communion table or a so-called secular one as a distinguished member of the community, he assumed these responsibilities with dignity and poise. He discharged them as if God Almighty sent him into the world to execute them. He worked as if he was under divine orders. He allowed no sand to burn under his feet. He packed into slightly less than fifty-seven years more than most people will ever pack into fifty-seven years.

There is a little poem which summarizes better than I can the way Benjamin Brawley used his time and the seriousness with which he looked at life. It goes like this:

> "I have only just a minute,
> Only sixty seconds in it,
> Forced upon me—can't refuse it
> Didn't seek it, didn't choose it,
> But it's up to me to use it.
> I must suffer if I lose it,
> Give account if I abuse it,
> Just a tiny little minute—
> But eternity is in it."

Benjamin Griffith Brawley utilized his slightly less than fifty-seven years as if eternity were in them.

BENJAMIN E. MAYS

*(*A eulogy delivered at the funeral held at the Nineteenth Street Baptist Church, Washington, D. C., February 1, 1939.)*

Vocational Education and Guidance of Negroes

(A brief resume of the report of the National Survey of Vocational Education and Guidance of Negroes conducted by the Office of Education. A copy of the full report may be purchased from the Superintendent of Documents, Washington, D. C., for 30 cents. Please ask for Bulletin 1937, No. 38.— EDITOR'S NOTE.)

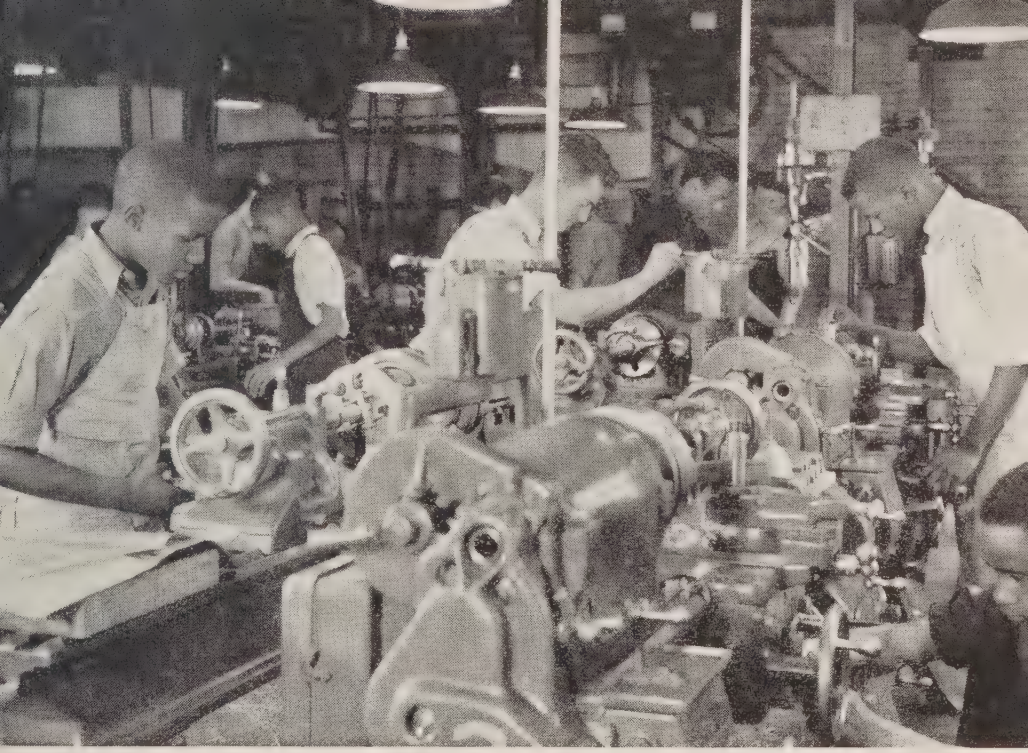
In 1935 the Office of Education was granted $234,934 through Federal emergency funds to conduct the National Survey of Vocational Education and Guidance of Negroes under the direction of Dr. Ambrose Caliver, the Senior Specialist in the Education of Negroes. The purpose of this survey was to investigate the opportunities and facilities for vocational education and guidance of Negroes in rural and urban communities. The study was conducted by a director, an associate director, 4 regional directors, 42 State supervisors and project managers, and approximately 500 investigators. Approximately 200 urban and rural communities were selected for a possible true picture of the high school situation. Institutions of higher learning were not selected; all that could be heard from were included in the study. All evening schools, proprietary schools, and nonschool agencies which offer courses in vocational education and guidance for Negroes within the areas studied and from which data could be obtained were included. Most of the data were collected on inquiry forms.

The following are some of the items included in Chapter II, Summary of Findings, Conclusions, and Recommendations.

CERTAIN FINDINGS

Schools and Colleges

(1) The total number of vocational courses offered in the 207 high schools studied increased from 1930 to 1935; the largest increases were in home economics, industrial arts, and agriculture; the largest decreases were in the building trades. (2) Nearly half (46.4 per cent) of the pupils in the high schools studied were registered in academic curriculums in 1934-35. (3) Public colleges studied offer more courses in home economics and agriculture than in any other vocational subject. (4) In each State studied, except one, the percentage of all Federal funds for vocational education spent on high-school courses for Negroes was lower than the percentage of Negroes to the total population. (5) There were in 1935-36, 1,726 rural schools for Negroes offering 1 or more years of high-school instruction. (6) From 1926-27 to 1934-35 the percentage of increase in the number of all-day schools for Negroes offering vocational agriculture was 73.7. In the number of evening, part-time, and



STUDENTS AT WORK IN MACHINE SHOP, MILLER HIGH SCHOOL, DETROIT, MICHIGAN

day unit classes, the percentage increase from 1928-29 to 1934-35 was 128.7. (7) The three major occupations for which the land-grant colleges for Negroes prepared their graduates of agricultural courses in 1934-35 were: (a) Teaching vocational subjects in high school; (b) extension work; and (c) college teaching. In 1935-36, the percentages of the total Negro and total white graduates in the South trained as teachers of vocational agriculture were, respectively, 91.6 and 41.2. (8) There were 225 all-day schools for Negroes in the 18 States studied offering Federally aided vocational courses in home economics in 1934-35; an increase of 543 per cent since 1928-29. (9) The enrollment of Negro girls in Federally aided home economics courses increased 195.3 per cent from 1928-29 to 1934-35. (10) There were 61 all-day schools offering Federally aided vocational courses in trades and industries for Negroes in 1934-35, or an increase of 52.5 per cent over 1928-29.

Teachers and Teaching

(1) The typical vocational teacher of Negroes is a college graduate. The difference of training of such teachers among the sections of the country is slight. (2) Home economics teachers have more specialized

training than teachers of other vocational subjects. (3) Most of the vocational teachers studied have remained in their positions from 6 to 10 years, and half of them have had 6 or more years of experience in occupations related to their fields of teaching. (4) The median age of the vocational teachers studied is 37.3 years. The median annual salary of the vocational teachers studied is $1,871.74. There is a marked difference in median annual salary of teachers among the different States. (5) Most of the vocational courses taught by the teachers responding are 1 year in length and are offered each year. Most of the teachers devote three-fourths of the class time to laboratory or shop work and one-fourth to group discussions and theory. "Quality of product" was the most frequently mentioned criterion used for determining students' marks.

High-School Pupils

(1) The occupational status of fathers of children studied seems to influence the educational level attained by the children; the typical parent of the pupils studied reached the eighth grade; thirty-six per cent of the parents own their homes; the median number of books in each home is 60; eighty-five per cent subscribe to a daily paper; and 70 per cent subscribe to a Negro weekly paper. (2) A large number of the pupils supported themselves wholly or in part while in school; 17 per cent, wholly; and 47 per cent, in part. (3) One-third of the 27,366 pupils studied are overage for their grade. (4) "Desire to make money" and "belief in their ability" were the two strongest influences which pupils said affected selection of an occupation. "Desire to serve" was next.

High-School Graduates and Nongraduates

(1) In the different geographic regions the median age of male high-school graduates and nongraduates at the time of leaving school ranged, respectively, from 18.7 to 19.4 and from 17.6 to 18.2; females, from 18.4 to 18.9 and 17.3 to 17.8. The median age of those attending evening school is 26 years. (2) Three main reasons the nongraduates studied left high school before graduation are: (a) Financial needs of family, (b) desire to make money, and (c) lack of interest. (3) A larger percentage of males in the Southern than in the Northern regions went directly to work after leaving school. (4) Most of the graduates and nongraduates studied obtained their jobs through friends or relatives, or by direct application. Few said that the school had assisted them.

Guidance

(1) Few institutions for Negroes have organized guidance programs. (2) A variety of organizations and officers are responsible for guidance in the institutions that provide it. (3) The largest num-

ber of schools and colleges obtain information about pupils and students through "conferences." (4) Exploratory courses are offered by about one-third of the schools reporting. (5) While half of the institutions reporting kept "cumulative record cards," few institutions use the data recorded for guidance purposes. (6) Two-thirds of the high schools and practically all the colleges replying reported some type of placement and follow-up service. (7) Objectives of the guidance program vary greatly among the institutions replying.

CERTAIN CONCLUSIONS

Improvement in the education of Negroes for effective occupational adjustment is largely dependent on improvement of general education.

The adequacy of the program of vocational instruction for Negroes varies among the different fields studied.

Guidance programs for Negroes are inadequate in number and quality.

The curriculum and occupational choice of Negro students indicate a limited educational and vocational outlook.

SOME RECOMMENDATIONS

Schools for Negroes should give more attention to ways and means of (1) providing courses, as rapidly as means and personnel permit, that will meet the needs and interests of students and the growing occupational demands; (2) reducing pupil mortality; (3) adapting materials and methods of teaching to the needs of modern occupational life.

As rapidly as possible, schools for Negroes should institute a definite program of guidance in charge of qualified persons, beginning with the junior high school grades and continuing through college.

Schools should cooperate with interested individuals and groups in making contacts with employers for the purpose of opening up more occupational opportunities for Negroes and of assisting them to enter the new fields that are being developed.

Schools should endeavor to change the attitudes of Negroes toward occupations and the training opportunities designed to assist them to improve in and to retain the jobs they now have, and to prepare them for new opportunities as they become available.

Individuals and groups interested in the improvement of educational facilities for Negroes should continue and increase their efforts to promote equitability of educational opportunity and equitability in the distribution of funds without regard to race or color, especially with respect to Federal and State funds allotted to education.

The Conference Period From the Mental Hygiene Point of View

A. P. Moore

A basic working theory should underlie every educational agency or activity.

The laboratory school as related to the teachers college is an established educational agency. This has been true since the establishment of the earliest normal schools.

Conferences constitute a teaching process and are governed by laws governing teaching process. The conference period, therefore, in the laboratory school is an important educational activity. Teachers colleges consider conferences a definite part of the student teacher program. One definition of a conference given is: "A conference is a form of guidance or instruction a teacher can use."

One finds conferences indispensable, because of the nature of them. The value of personal equation or contact, cannot be over-estimated. The student should be made to feel that we, the critic and student teacher, are talking together, to each other, and not about each other; and we are talking because we definitely have something to talk about.

It is advisable to have an objective scale by which the critic and student teacher each can check. One school of psychology has said that the training of the emotions is most important and recommends a scale which allows for training and growth in emotions. However, without an objective scale or standard set-up to determine needs for growth during a student's practice period, one may find himself subjectively criticizing.

Before using a scale, I would suggest allowing the student to tell where she feels she most needs help; or she may present any problem she has found. This opens a discussion and makes a natural path into the conference proper. As the student teacher has generalizations in mind, which she wishes to develop with her pupils about a unit of work, etc., so the critic teacher has generalizations she wishes to develop with the student-teacher concerning conferences.

Listed below are some of the generalizations to be developed:

(1) The concept of individualization involves recognition of the complete individual.

(2) The classroom, its activities and experiences, exists for the sake of the student, conceived as one who is to develop into an excellent teacher, important from a

point of view of his or her own experience and activity.
(3) Opportunity for expression is a right of each individual.
(4) Life is a never-ending process of making adjustments.
(5) Modern phases of education try to develop the whole person, and not merely his brain.
(6) The pooling of experiences, goodwill and hard work are necessary for success in any field.

We have heard much in the last few years of "a good school life for a child," of "things a child should do to insure for him a good school life." Supervision has been looking at the improvement of instruction, and the results of achievement, in the light of children. The time is here when concentrated attention should be focussed on a good school life for a teacher, on the things a teacher should do, and have, to insure for him a good school life.

Madelyn Dixon says, "The things a child should do, which will insure for him a good life, are: (1) enjoy, (2) create, (3) investigate (4) share." Kilpatrick says to have a good life one should: (1) be emotionally stable, (2) think things through, (3) accept responsibility.

Burham, in his book on Mental Hygiene, says to have a successful life, there must be: (1) successful achievement, (2) security, (3) attention and approval, (4) friends and companions, (5) affectional understanding, (6) respect for somebody outside of oneself.

We should be sure that the same things wanted for the children are present in a teacher's life. How will this tie up with the conferences? The practice period constitutes a large and important part of the school life of the student.

Using Madelyn Dixon's criteria in conducting conferences:

1. We may discover the experiences most enjoyed by the student teacher and children.
   a. Were the experiences educative on the part of both?
   b. Had the student teacher provided opportunities for the children to find enjoyment?
   c. Was the physical appearance of the room conducive to enjoyment?
   d. Was careful attention given to the correcting of abuse of enjoyment?
   e. Had the critic set up situations in which the student teacher can find enjoyment? —As,
      (1) Freedom of thought and expression.
      (2) Access to materials.
      (3) Sympathetic guidance.
2. What did the children create, in the way of stories, poems, construction work, art, etc.?
   a. What were the student teacher's techniques which inspired creative work?
   b. Did she use the best techniques, etc.?
   c. How could she improve?
   d. We may discuss a piece of creative work initiated by the student teacher; for instance she may have desired to set up a unit, entirely

according to her own plans, because it is what she wanted to do.

e. Was it a good piece of creative work?
f. What were the educational principles underlying the construction?
g. Did it measure up to the criteria for selection and construction of units?

3. What investigations did the children make?

a. Was the physical environment of the room conducive to making investigations?
b. Did the student teacher provide experiences to prompt and encourage investigations?
c. Did the practice teacher further knowledges necessary in making investigations?
d. Did the student teacher have command of subject matter needed in investigations?
e. Was the practice teacher allowed to make investigations? What investigations did she make?
f. Were they in line with children's activities in general?
g. Was it an investigation to be used directly with her class?
h. Why was that particular investigation selected?
i. Will it benefit the class?
j. Will it benefit the school children in general?

More detailed criticism of the particular investigation as concerns each education principle may be taken up.

4. Were there types of material which could be shared? If not, types of school material which can be shared should be made available. Besides sharing school material, were opportunities created for sharing experiences by the pupils? Sharing experiences and materials may extend beyond the individual classroom. Were opportunities allowed for the student teacher to share materials and experiences?

A conference period could easily consist of further elaborations on each of the topics and subtopics. One can use Kilpatrick's criteria for a good life and conduct a conference period.

Should the critic teacher wish to deviate from the traditional manner of conducting conferences, she may use the educational principle upon which the conference period is justified as an educational agency. A conference based on John Dewey's "How Much Freedom" would embody every phase of the student's practice teaching period, and allow for self expression.

In the light of mental hygiene, conferences between critic-teachers and student-teachers, should have as their final goal, the attainment of a successful teaching life as portrayed by Burham, in his criteria for a successful life.

Reading maketh a full man, conference a ready man, and writing an exact man.—*Bacon.*

EDUCATIONAL NEWS AND EVENTS

Essay Contest

The National Tuberculosis Association has announced that it will conduct again this year a nation-wide essay contest for Negro college and high school students on the subject of the prevention and cure of tuberculosis. Prizes totaling over $100 will be distributed to the successful candidates in each group in the final contest. The essays are limited to 3,000 words. Further information can be secured from the Association at 50 West 50th Street, New York, N. Y.

Clearing House

A plan for speeding up improvements in the education of elementary and secondary school teachers throughout the nation was recently announced by Dr. Karl W. Bigelow, director of the Commission on Teacher Education of the American Council on Education. A clearing-house of information regarding successful practices and promising experiments will be established. All aspects of programs of teacher education will be studied, and attention will be paid to the continued education of teachers on the job, as well as to their preparation. Nation-wide cooperation between faculties of various types of institutions of higher education preparing teachers, between state officers of education and local school authorities, and between leading educational associations will be stressed. Fifteen collegiate institutions and fifteen school systems will be invited, within the next few months, to work especially closely with the Commission. These groups will be asked and helped to experiment vigorously according to their own plans, and to collect and report evidence as to the results of such experiments. The project, the first to be launched by the Commission since it was set up a year ago, is made possible by a special subsidy of $320,000 recently made available by the General Education Board.

Language Phone

Schools which at present have no trained teachers in foreign languages, or whose foreign language departments are restricted, can overcome this handicap by the installation of Language Phone records in French, German, Spanish or Italian (see advertisement elsewhere in this issue). The Language Phone is widely used and provides for accurate pronunciation through the natural teaching method—learning a language through hearing the words as they are spoken by a cultured native of the land. Teachers, administrators, and other interested persons should make further inquiries concerning the Language Phone.

Library Project

The average Negro reader borrowed 27 books last year from the South Carolina State WPA library project, according to the annual report recently made public by Mrs. Agnes D. Crawford, State Library Supervisor. Plans are under way to extend library services of the WPA to a greater number of Negro readers in 1939.

College Aid Program

The College and Graduate Aid Program of the NYA for 1938-39 is reaching 13½ per cent more youths than during the preceding academic year. The increase has been made possible by the increase in appropriation received by the NYA under the Emergency Relief Appropriation Act of 1938. In addition to the regular College and Graduate Aid allotment, a special fund of $100,000 was set aside for the assistance of Negro college and graduate students residing in those states where there are limited advanced educational institutions for Negroes. This special fund will enable 539 Negro students, the majority of whom will be graduate students, to earn an average monthly wage of $20.60.

Mississippi Report

What Do We Teach About the Negro? is a reprint of a report from the December *Mississippi Educational Advance*. The report was made by a committee appointed by the Mississippi Education Association investigating the public-school curriculum as related to the Negro. Highlights from the report are: "After eight years of study of adopted textbooks in Mississippi elementary schools, the student will know little about the Negro. The elementary-school course of study ignores the Negro almost entirely. . . . The report on high school textbooks is much the same. The only textbooks which mention the Negro are those in history and civics . . . . the Negro is simply ignored save when problems of white people bring him to the center of attention, and then his treatment is in terms of the white man's advantage . . . the curriculum offerings of the public schools should give to every student the information which will help him to understand his environment, to make the student a socially efficient citizen. In Mississippi the environment includes the Negro, and information on the Negro should be a part of the planned program of the schools. . ."

Education Bills

Three bills to provide Federal aid to education, H. R. 236, H. R. 1647, and H. R. 3517, were introduced in the House of Representatives during January. The latter bill is based on the report of the Advisory Committee on Education appointed by the President of the United States in September, 1936. Cited as the Federal Aid to Education Act of 1939, it provides safeguards of the interests of Negroes in the moneys to be expended. Every Negro should interest himself in this legislation and persons in positions of leadership should write their Congressmen for a copy of H. R. 3517. It could well form the basis of discussions at teachers and forum meetings.

COLLEGE ACTIVITIES

Schools and colleges are invited to send the magazine news items for inclusion in this section.

■ A comprehensive course in Negro History will be added to the curriculum of **Atlanta University** for the second semester of this year, and will be available to juniors and seniors in the undergraduate colleges. Dr. Samuel M. Nabrit, of the University's science department, has been elected to associate membership in the American Society of Zoologists.

■ **Arkansas State College** was recently voted membership in the Association of American Colleges, according to an announcement made by Dr. J. B. Watson, President of the College.

■ The **Hampton Institute** administrative board has set the following dates for the 1939 Summer School—six-week term: June 12 to July 21, and nine-week term: June 12 to August 11. Offerings will include courses for teachers-in-service, graduate and undergraduate students.

■ A recent innovation in the academic procedure at **Bennett College** is the institution of individual reading periods in lieu of formal class meetings for the juniors and seniors for three days prior to the beginning of the first semester examinations. Camp Amanda, made possible through the beneficence of Amanda Herbin, has been placed at the disposal of the College as its rustic playground.

DIGESTS AND REVIEWS

IN THE MAGAZINES

School Life

"Teaching may be merely a job, or it may be an adventure, depending upon the attitude which a teacher has developed during the pre-service period or as a result of actual teaching experience." This statement is made in the February issue by Helen K. Mackintosh in the article *An Adventure or a Job?* The writer lists some elementary school problems needing study and methods for studying them. In the same issue Maris M. Proffitt presents an interesting discussion in the article *Education of Girls in an Industrial Society.* In the January issue is a special pictorial feature presenting Education in the Civilian Conservation Corps camps in the United States. A special section is devoted to the Negro enrollees about whom is stated that there is a great need

of education and occupational training. "Illiteracy among Negro enrollees has been almost three times as great as among the white enrollees. . . . Deficiencies in common-school subjects constitute another grave problem of Negro CCC members. . . . The Civilian Conservation Corps is in a position to render invaluable service to thousands of Negro youth each year, supplying the type of preparation and experience which modern times will demand of them."

Child Study

Sex Education: A Revaluation is the subject discussed in the January issue. Among the interesting and informative articles are *The Technique of Sex Information,* by Fritz Redl, who gives some rules which should be observed in imparting sex information to the pre-adolescent; *Sex Attitudes and Sex Awareness in Young Children,* by Jacob H. Conn, a presentation of materials from a study at the Children's Psychiatric Clinic, Harriet Lane Home for Invalid Children, Johns Hopkins Hospital; *Schools and Sex Education,* by Benjamin C. Gruenberg, in which is discussed the increasing trend of schools to take part in the sex education of their pupils; and *What Young People Want to Know About Sex,* by Valeria Hopkins Parker, in which are included lists of questions asked by young people of varying ages and both sexes.

The Crisis

In the January issue, Charles S. Johnson presents, in the article *More Southerners Discover the South,* his impressions of the recent Southern Conference on Human Welfare, held in Birmingham. He states that "The most conspicuous contribution of the Conference was in achieving, first, a comfortable tolerance in diversity, and, later, in projecting a philosophy which revealed the organic relationship of many of the problems of the area, the solution of any one of which is conditioned upon the solution of the others. . . . The strategy of the Conference was sound. . . . It sought to present the total regional configuration, with special elements and problems in their functional setting. . . . If the Negroes are to be most effective in the new strategy it will be necessary for more of them to be able to speak with knowledge and authority on issues other than the race problem. For they can never be presumed to speak wisely, or other than as special wards seeking group protection, unless they are known to be acquainted with the total structure of southern life and the confusing interrelationship of all of its problems."

Practical Home Economics

Included in the issue for January are: *Equipping a Home Economics Department,* by Helen Hawkins; *Tips on Teaching Child Care in Seventh and Eighth Grades,* by Edna von Berge; *Equipping School Cafeterias,* by Owen Webber, and *Qualifications of a Lunchroom Manager,* by Winning S. Pendergast.

Educational Music Magazine

"Elementary school music has a basic function to perform. It is there that the foundations are laid for good habits. When these foundations are well laid, the high school teacher's work is simplified; when they are weak or poorly grounded, the task of reconstruction is doubly difficult. The good work that has been done has been rewarded largely with more work. What we need are more well-equipped teachers so that the teaching may become a pleasant task rather than a laborious one." This statement is included in the article *Music in the Elementary Schools,* by Dorothy V. Lewis, in the January-February issue.

The Broadcaster

Feature articles in the December number of this official journal of the Tennessee Negro Education Association are: *The Function of Education in Preparation for the Good Life,* by Sherman D. Scruggs; the annual address to the East Tennessee Association of Teachers in Colored Schools by President George M. Clem; and a resume of the 26th annual session of the same Association.

Childhood Education

"Seeing Skills and Concepts in Their Proper Perspective" is the theme of the January issue which includes many valuable articles on this subject.

The Elementary School Journal

In the December issue appear *Bibliography in Music Education for Classroom Teachers,* by Earle Connette, and *Selected References on Teacher Education,* by William S. Gray. In the issue for January is the article, *Selected References on Public-School Administration: I,* by William C. Reavis and Nelson B. Henry. In the same issue is *Social Consciousness—A Major Objective of Health Education,* by Avis E. Edgerton, in which the writer states that, "Since the possession of social consciousness is the basis of community hygiene (and an antidote for mental ill health), it might well be the leading objective of the school health program and be given special emphasis during early school life. If the child learns to think out all health problems in terms of we, the foundation of a real public-health problems in terms of 'we,' The school health program is the miniature community health program, and if the child is going to develop the ideal of cooperation, of protection of the welfare of all, every opportunity should be grasped to turn his attention from 'me' to 'us.' "

The Clearing House

What's Wrong With the PTA?, is the question raised by Douglas S. Ward in the issue for January. The writer states that "The Parent-Teacher Association movement has more often acted as a palliative than a remedy for the isolation of home and school. Attacking the problem from the wrong end, it has served chiefly the social instincts of parents and teachers. Before its program can be effective

there must exist a foundation of understanding between home and school on which to build friendly relations." He gives the program initiated in the junior high schools of Boulder, Colorado, in which the parent visits the school and has short interviews with the teachers.

The Instructor

The illustrated unit of work for February is entitled *Rocks and Minerals: How Are They Obtained and Used?* Written by Glenn O. Blough, it presents invaluable materials for use in the primary, middle and upper grades.

The Negro History Bulletin

Dramatizing the Life of the Lowly, the history of the Negro in the drama, is the feature article in the January issue. The February issue features Negro musicians and their music. This subject is also the feature of Negro History Week. An important article in this issue is *How the Community, the School, and College Can Function in Making Negro History Week Develop into Negro History Year.*

School Management

In the issue for January is an informative article by Maurice B. Judd, *Here Are the Facts About One-Room School Houses in the United States,* in which some consideration is given to schools for Negroes. Also valuable is *Refinements in School Heating and Ventilating,* the first of two articles by Warren S. Holmes on this subject.

California Journal of Secondary Education

Very valuable is the symposium on *Curriculum Progress in the Small High School* appearing in the January issue. In the same issue are also two units; one about "Manufacturing in Different Lands" in the article, *Developing Study Habits in a Basic Course,* by Rebecca D. Farley, and *A Unit of Finance for the Civics Course,* by Carl G. Winter.

Industrial Education Magazine

Ninth-Grade Shopwork: What Shall It Be? by James W. Crowe, appears in the January issue. He states that "The proper preparation of our youth for industrial work is a wholesome, necessary, primary objective of the school shop, and there is no good reason for shop teachers to feel apologetic about such homely qualities as patience, skill, self-control, initiative and accuracy, which are the *sine qua non* of the good technical man. . . Cultural emphasis in shopwork properly belongs to the grade-school level." Included is a listing of eleven conditions "which should govern the selection of the kind of shop, the aims, and the content of the course" which would meet the needs of the average 14 or 15-year-old boy.

The Grade Teacher

In the February issue appear *Signs of Wild Life in Winter,* material for lessons in elementary science, by Edmund J. Sawyer; *A Study of Bridges,* a unit of study with suggestions for class activities,

by Ruth C. Hildreth; and *Immigration,* a unit for social science classes, by Vera Bartles.

The Agricultural Situation

The summary in the January issue states that "The New Year opens with assurance of an improved agricultural situation. BAE [Bureau of Agricultural Economics] estimates that farm income will be higher in 1939 than in 1938. The general index of prices of farm products ended the year at 96 per cent of pre-war—highest since last March. Strengthening factor in coming months will be the improved consumer demand flowing from increased industrial activity during the last half of 1938. Events of the past month included the over-whelming vote of cotton growers for marketing quotas in 1939, the voting of tobacco and rice growers against marketing quotas in 1939, the raising of world wheat supply estimates to the largest figures on Government record—more than 5,000,000,000 bushels. . ."

The Bulletin of the Arkansas Teachers Association

Among the interesting contributions to the December issue are *Education for Tomorrow's America,* by Lillian M. Weaver; *The General Organization, Administration and Supervision of Practice Teaching,* by Howard Lafayette Johnson; and *A Challenge to Negro Educators,* by Clifton M. Clay.

Education

"Religious Education, therefore, is not concerned solely, or even primarily, with the development and use of techniques and procedures for the correction and improvement of human conduct. That is a part of its task, as are the pioneering enterprises in redirecting and remodeling human relations between individuals and groups and races." This is a statement by Henry H. Meyer in the article, *Religious Education in a Changing World,* which is in the Religious Education Number (January) of this magazine. There are many other valuable articles relating to this subject.

The American Teacher

In the January issue Leon A. Ransom gives some interpretations of the recent Supreme Court decision in the article, *Supreme Court Upholds Lloyd Gaines.* He states that the American Federation of Teachers "and all other liberal groups must recognize that to protect their own interests and liberties it is necessary that every effort be exerted to require compliance with the mandate of the Supreme Court; and that the most effective protection will be afforded by a policy of aiding in molding public sentiment to the view that the Negro not only has a right to equality of education, but that it should be given to him just as it is to every other citizen to the end that the public money and energies may be used most effectively and not wasted by a system of duplication based on prejudice and a refusal to realize that the old order has changed."

The Journal of Business Education

Correlating Elementary Business Training is an article by I. David Satlow, in the January issue, who stresses the need for correlating elementary business training with "actual subject matter presented contemporaneously in the other classrooms." Included is a survey chart of opportunities for this correlation with other ninth grade subjects.

The School Executive

In the January issue, Jesse H. Newlon presents *The Educational Outlook for 1939.* He states that "There is every reason to believe that we stand at the beginning of a period in which educational policies will be reformulated in the light of the critical social problems confronting the country today. The content of the curriculum, methods of teaching, the control and administration of schools, every aspect of education will be involved." Main items discussed are "Equal Educational Opportunity," "Financial Condition of the Schools," "Problem of Federal Aid," and "Professional Education of Teachers."

Opportunity

The Negro: "New" or Newer, A Retrospective Review of the Literature of the Negro for 1938, Part I, was contributed to the January issue by Alain Locke. Discussed are fiction, juvenile books, and poetry.

Recreation

Of particular value in the issue for January is *The Recreation Calendar,* which includes for each month, special days and special weeks celebrated by the United States, special days for foreign-born groups, and special events. *Hints for the Hiker,* gives much helpful information to those engaging in this very healthful form of recreation.

BOOK REVIEWS

■ *The Back Door,* by Julian R. Meade. (New York, Longmans-Green & Company, 1938. 310 pp. $2.50.)

Julian Meade's novel of Mary Lou Payton, whose "love was no crazy, one-time thing" for tobacco worker Junie Gunn, who is "worse'n a baby child when it comes to coughs and colds," is filled with a deep understanding of the problems confronting Negroes in the South. The story of this servant girl loving and loved by Junie and her struggles to make that love secure in spite of her experiences with "good white folks an' hateful white folks"; the depressing poverty of Stoke Alley and Chinch Row; the machinations of her "big-time" girl friend Mozelle Swanson and Old Man Chinch Anderson's son who came by every Monday to collect the rent and insurance money; the struggle to pay all the bills when Dr. James told her that Junie had T.B. and should be in a sanitorium, none of which existed because of the bickerings of the whites as to a site for it after the funds had been appropriated. This story is written in a free-flowing style with a minimum of dialect and with a sincere and sympathetic insight. In her room in Old Miss Ada Gunn's house, Mary Lou is able to quiet the rats in the wall by pounding on it with a shoe, and to make plans for her future with Junie, but is powerless to make good her declaration that "Nothin'

is gonna take Junie 'way from me,'' when she returns home one night, with a permanent shame, to find white towels draped over her mirror and the clock stopped, and only the comforting voice of Miss Ada: ''That's right, daughter, don't cry. God done took him home. Now he won't be strainin' over that hateful cough no more—.'' This is a true story, albeit unsavory in spots, of those whose unfortunate lot it is to be the ''Back-Door People'' in our so-called democracy.

■ *Juan Latino, Slave and Humanist,* by V. B. Spratlin. (New York, Spinner Press, Inc., 1938. 216 pp. $2.00.)

A biographical and critical essay on the slave-humanist, Juan Latino, a full-blooded Negro in Granada, Spain, during the sixteenth century, eruditely written by Howard University's associate professor of Romance Languages. Readers should enjoy the pleasing style in which the material is presented, and particularly that section dealing with his visit to Granada in search of the home and grave of Juan Latino. Included is an adaptation in English of ''The Famous Drama of Juan Latino.'' This book should be accorded a prominent place among the outstanding biographies of 1938.

Recent publications of interest—

■ *God Wills the Negro,* by Theodore P. Ford. (Chicago, The Geographical Institute Press, 1939. 159 pp.)

An anthropological and geographical restoration of the lost history of the American Negro people, being in part a theological interpretation of Egyptian and Ethiopian backgrounds. Compiled from ancient and modern sources, with a special chapter of eight Negro Spirituals.

■ *Collected Poems,* of Joseph S. Cotter, Sr. (New York, Henry Harrison, 1938. 78 pp. $1.50.)

A refreshing collection of poems of the talented principal of S. Coleridge-Taylor Colored School in Louisville, Ky. Mr. Cotter has been a teacher and principal for fifty years.

■ *'Bout Cullud Folkses,* by Lucy Mae Turner. (New York, Henry Harrison, 1938. 64 pp. $1.50.)

Miss Turner, the granddaughter of the famous slave, Nat Turner, has written a varied and valuable collection of poems. They are not all, as the title might suggest, in dialect, and reveal that her abilities are by no means confined to teaching in the public schools of East St. Louis, Ill.

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ARTICLES TO APPEAR IN EARLY ISSUES

Socializing Sex Education in the High School....Howard D. Pindell
Three Days to Teach.....Willye M. King
Development of Music in Culpeper County.....Arethea P. Bedford
Extra-Curricula Activities in the Negro College....William H. Martin
Suggestive Foundation Principles for all Educational Systems .....W. H. Craig
What Should We Know About Tuberculosis?.....Howard M. Payne
Housing—An Integrated Course of Study.....William E. Best
Our Composition Problem.....Arthur E. Burke
A Few Suggestions on the Teaching of High School Chemistry.....L. L. Woods
The Role of the Extra-Curriculum in the Control of Juvenile Delinquency.....Joseph Sandy Himes, Jr.
A Creative Activity Curriculum for Children, Teachers, and Principal .....Helen A. Whiting
Problem—Project Teaching in Secondary Schools .....Alcestia J. Langley
Religion in Negro Colleges.....Walter R. Chivers
A Critical Analysis of School Support in Indiana .....Charles E. Rochelle
The School Paper.....Wendell P. Jones

COMMENTS FROM OUR READERS

- "The National Educational Outlook Among Negroes answers a long felt need in our educational program. I hope to have every teacher in the county subscribe to it." (Mrs. Mary C. Holliday, Jeanes Teacher in Iredell County, N. C.)

- "I not only enjoy reading your excellent magazine but greatly appreciate the help I receive from it. All power to you." (S. M. Laing, President of Knoxville College.)

- "I am profoundly impressed with the March issue which you were good enough to send for my inspection. I think your venture ought to be encouraged." (G. David Houston, Principal of Armstrong High School, Washington, D. C.)

- "I have just finished reading your very fine magazine. In my humble opinion, it fills a long felt need of Negro educators." (T. D. Upshaw, Jr., President of the Tennessee Negro Educational Association.)

- "I think the magazine is destined to be a great factor in developing the latent talents of the youth of my race." (M. V. Lynk, M.D., Pathologist to Terrell Memorial Hospital, Memphis, Tenn.)

- "Congratulations on the continued high worth of The Educational Outlook. I read it with much pleasure." (John W. Work, Asst. Professor of Music Theory, Fisk University.)

- "I am proud to become a member of 'The Outlook Family.'" (Miss Juanita C. Agent, Caldwell, Texas)

- "I am attempting to interest many of the teachers in this magazine as I feel that it is truly worthwhile." (E. L. Jordan, Huntsville, Texas)

- "I really enjoy the contents each month." (Luther J. Buckner, Trenton, Ky.)

- "I am finding the contents of The Educational Outlook very interesting." (Lara P. Vanhook, Rougemont, N. C.)

- "I enjoy the Outlook." (Charles Jones, Beaumont, Texas)

- "I think the Outlook is an ideal little magazine. We are enjoying it." (Mrs. D. M. Dafford, Faison, N. C.)

- "I like the magazine very much and have told others about it." (Nannie M. Armstrong, Eminence, Ky.)

- "The Outlook is very interesting and instructive." (J. E. Hoffman, Dublin, Ga.)

- "We like it very much." (D. F. Walker, Principal, Edenton Public Schools, Edenton, N. C.)

Periodical
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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

15 CENTS

MARCH, 1939

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

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EDITORIAL COMMENT

UNITED WE STAND

NEVER before have there been so many diversive elements which tend to pull the population apart. Never was there a time when it was more difficult to direct the interest of men toward common goals, and never was the need for united action greater than now. The preservation of our democracy, the equality of educational opportunity, and our individual freedom depend upon such action.

It is difficult to unite in their defense and in their promotion because as ideals, they seem vague and distant, and the processes of their attainment are complicated. However, a way must be found, and the place to begin is in the school, and the persons to make the beginning are the teachers.

But teachers are perhaps more divided than any other single group. They are divided by levels of training and instruction, subject-matter fields, educational philosophies, social and economic background, regional and state interests, and by cultural environment. In spite of these diversive elements, teachers have a greater opportunity and responsibility than any other group to work toward the human values discussed here. If teachers can unite on the proposition that the processess of education shall be democratic; then there is hope. The personality of children must be respected; knowledge must be sought cooperatively, rather than handed down dictatorially; growth must be encouraged by allowing self-expression; participation on the basis of interest and capacity must be fostered.

While each individual teacher must become conscious of and assume his responsibility in these matters day by day, he must exchange ideas and join with his fellow teachers in his local community, and throughout his state, if a concerted attack is to be made on the solution of the problems that are common to them all. All must join in a national front if those fundamental values and high ideals mentioned above are to be conserved and promoted. This can most effectively be done through strong national organizations and journals for the dissemination of information, stimulation of ideas, and promotion of expression. Such agencies must be allowed to cut across group interests and to unite teachers in the pursuance of common objectives.

Every Negro teacher must be in fundamental agreement with the justice and wisdom of the Supreme Court's decision in the case of Lloyd Gaines. Every Negro teacher must hail with enthusiasm the inclusion of clauses in educational legislation, now pending before Congress, to assure the equitable distribution of Federal funds. Every Negro must applaud and support the efforts to equalize teachers' salaries. Naturally there will be differences of approach and a variety of procedures, but every gain made in the equalizing of educational opportunity by whatever means helps Negro teachers everywhere. Negro teachers everywhere, therefore, should avail themselves of the opportunity to support every national agency for the promotion of this worthy cause. When individual teachers and local and state associations refuse to do so, they stand in their own light and defeat their own purpose. They are as a house divided against itself. Negro teachers will *stand*, united in a national front on the vital issues which concern them all, or, divided and separated, they will *fall* before the continual onslaught of inequality, discrimination, and injustice.

Socializing Sex Education in the High School

Howard D. Pindell

(All student names used in this article are fictitious. Any seeming reality is coincidental.)

In the swiftly flowing, man-created current that is revolutionizing our civilization float damaging social and moral impurities that are disembowelling our society with cancerous stealth. Manifestations of this revolution are evidenced by the change from agrarianism to industrialism; depopulated rural areas and over-populated urban centers; disintegration of family life; technological influences; starvation in the midst of abundance; temporarily uncontrollable unemployment; the weakening of the grip of religion and ethics upon the moral, social, and professional behavior of man. Some of the resulting social and moral impurities are exemplified in our high crime rate; rampage of venereal diseases; the prevalence of the perversion of normal sex tendencies; graft; cut-throat drive for pecuniary profits; and money worship. The interrelation between several of these makes any type of purification process difficult. The acceleration of our social-moral culture has lagged behind that of our material culture.

This is the type of society into which our babies are born; through which they pass their early childhood; and in which they spend the delicate years of their adolescence unguided in the majority of cases by wholesome socio-moral influences. In many instances the home has little to offer our high school youngsters in this respect. This period determines whether the youth will develop into an adult who will enrich society or one who will pollute it.

Responsibility of School

Sex is one of the most important factors as youth attempts to adjust itself to our complex social order. The sex impulses, if misdirected, may produce a maladjusted individual, or if properly directed, a well balanced individual. Any plan of wholesome sex education that will prevent or counteract the present alley-method may be classed as a means of social purification. The responsibility for this education of the adolescent rests on the school. It has only been within recent years that the school has recognized this responsibility. And still the school has lagged far behind in its weak and muzzled efforts to cope with the ever increasing need. How? What? When? Is it too delicate? are some of the questions which the school has yet to answer regarding sex education. The school is still suffering from the influence of a decrepit traditionalism that taboos the imparting of sexual knowledge to children while they, bathing in ignorance, go to moral destruction.

As this article is written, the Board of Education and the Board of Superintendents of New York City are heatedly debating the expediency of the introduction of the facts of mammalian reproduction in the junior high schools. It is traditional to teach the reproductive processes of birds, plants, and fish in the high schools. I can well remember that after I had completed my high school course in biology I knew much less about the vital processes of man, my own animal group, than I did of many typical lower animals. Knowledge of human functions would have certainly been more beneficial. In spite of this, I DID mis-LEARN about sex behavior. My class room was any secret and secluded spot. My teacher was cold, blunt, experience with many persons of varied ages and social positions who polluted society with their vile and odorous malpractices. My tuition was costly. Is this the way the American parent wants his son or daughter to receive sex education? How about your son? Your daughter?

One Approach

As a result of directed observation, study, and careful experiment for a period of seven years, I establish the following bases which reveal a definite need for a program of sex education in the regular program of activities of every high school.

1. The threat of the inevitable alley-sex-education to the moral development of the adolescent.

2. The unavoidable normal revelations and demands of nature upon the sex emotions and behavior of the child from the beginning of pubescence on into adulthood.

3. The harmful results of the "trial and error" method in the sexual explorations of the adolescent.

4. The high rate of sex crimes.

5. The appalling threat of the apparently accelerated increasing number of sex perverts.

If education is to fully serve its purpose it cannot justly afford to ignore these critical conditions which are intensified in direct proportion to the increasing complexity of our society.

It was the idea of contributing to the eradication of these conditions that motivated me to experimentally launch upon a program of socialized sex education in the high schools with which I have been connected. Limited space will not permit treatment of the results of the experiment with any degree of completeness. However, I shall endeavor to share the "high-spots" of this plan with fellow educators and teachers in the hope of bringing to fuller realization an effective plan of sex education in our high schools.

The setting of this experiment was in two of Maryland's largest semi-rural high schools with a total enrollment approximating 600 pupils, and a summer camp in Pennsylvania with an enrollment of about 600. The experiment covered the school months of 1931-1938 (June) and the summer months of 1934.

With the permission of the proper high school officers a BOYS' CONFERENCE and a GIRLS' CON-

FERENCE were established and met weekly for an hour after school on different days in my class room. Interest was often so intense until the members of the group frequently voted for an extension of the time. (In the summer camp the meetings were in the morning under a tree by a stream of water.) The after-school meetings made it very inconvenient for a number to attend, which resulted in about 65% of the high school boys' and girls' actual participation. The meetings were open to any student of the high school, and any boy in the camp over thirteen years of age.

The method used in the meetings was that of general discussion with chiefly questions and answers. Every effort was made to make the meeting as informal as possible. All members of the group were urged to ask freely any type of question. As the leader of the group I found it very necessary to take on the role of a personal chum and to release myself completely from an atmosphere that bore any essence of my professional position. At the same time it was necessary to command the respect which the responsible leader of any group should require.

At the initial meeting of each group, I made it clear to my younger friends that this was an effort to help each one of them with his personal and intimate problems, and that, to make this possible, each one would have to take the meetings seriously and respect religiously the questions or statements from a fellow member. The boys and girls were splendidly cooperative and exhibited great enthusiasm. Attendance was voluntary, of course.

It was often necessary to accept questions expressed in very crude phraseology and, indeed, often the questions were profane due to the lack of an acceptable vocabulary. All vulgar terms were replaced by acceptable ones and the questioner required always to use the new term thereafter. This lessened the degree of innocently used profanity which was never present in any disturbing amounts. To counteract or prevent the embarrassment of asking very delicate questions, a question-box was made available for the deposit of written questions with or without signature. I answered all questions to the best of my knowledge, completely and with as much frankness as discretion would permit. I also tried to give them a working basis for adjustment wherever it was needed.

One would be amazed at the freedom with which the youngsters expressed themselves. One could actually discern their growth from week to week as they became enlightened on matters of sex and other important personal or social matters.

Questions Asked

The questions ranged from more or less trivial matters to matters of great consequence. Here are a few questions which will give the nature of the more weighty questions raised. I purposely am *not* wording all of the questions in the language of the pupil.

1. Should high school boys and girls "keep-company"?

2. How old should a boy or girl be before he or she should marry?

3. Why are high school boys and girls advised not to copulate?

4. Most boys want to become fathers as early as possible because they believe it is the test of real manhood. What do you think about it?

5. Why do girls have their periodic difficulties? (It is not to be assumed that this question was only asked by boys.)

6. What part should age difference play in the marriage contemplations of couples?

7. Should a high school girl who has become a mother be readmitted to school? What about the boy who has become a father?

8. Is sex indulgence necessary to good health? Does a lack of indulgence produce epidermal disorders of mental instability?

9. How are venereal diseases contracted? What is the remedy?

10. What is a homosexual?

11. What is the story of "human-birth." (Few believe the stork and Santa Claus tale.)

The method proved to be a very effective means of imparting sex information to the adolescent. Appropriate literature was provided for their voluntary reading. Local physicians were often invited to give lectures on venereal diseases. For success in providing medical counsel I am heavily indebted to Dr. Richardson of Annapolis, Maryland, and Dr. Sims of Frederick, Maryland.

Such an open-minded and intelligent attitude was developed until in the spring of 1938 all members of the senior class, and a great number of the juniors of Lincoln High School, Frederick, Maryland, volunteered to take the Wassermann test. The tests were given to about forty pupils. (In each case the tests showed a negative result.) For the administration of the tests I am deeply indebted to Dr. U. G. Bourne, Jr., of Frederick, Maryland, and Miss Stone, a Frederick County health nurse.

I found a fourteen year old rural boy who tried to offer a convincing argument in favor of free and promiscuous sex indulgence for boys of his age. He claimed that boys considered one abnormal who believed otherwise. I am inclined to believe that this is more or less typical of many high school boys and girls. Environmental conditions play an important part here. Another pitiable case was that of a girl fourteen years old who lacked the knowledge of personal hygienic care so essential to members of her sex.

Parents Cooperated

One would naturally expect parental objection to such a broad deviation from the conventional and traditional treatment of the sex question. To counteract this I conducted two sex conferences for the parents. They attended well and heartily approved of the plan of educating their children. I quote from one mother:

"I am certainly glad that you are taking such an interest in the high school children. We parents would love to tell our sons and daughters those things, but we don't know the

proper words to use. The information you are giving them is doing much to make better young men and women out of the children. We can see a difference.''

Some Results

It is very difficult to measure the definite progress that has been made by an experiment of this type; however, it is possible to recognize certain significant social and individual trends which are the result of the influences of the education upon the recipient individuals, who constitute the social group or the community. The benefits of this education are bound to be reflected in the quality of the trend. In addition to the valuable results of this experiment which have already been manifested either explicitly or implicitly in the foregoing paragraphs, I should like to enumerate two other examples which support its practicability and which show the course of the resultant trends.

Poleshia, an eighteen year old girl of normal intelligence whose home was in a semi-mountainous area was in the second year high school. She had actively participated in the GIRLS' CONFERENCE regularly for a year and a half. One morning I found on my office desk a sealed note from Poleshia which told a sad story. She stated that she was one of several sisters who were victims of a beastly, lustly, and incestuous paternal parent. Children had been born to the other sisters. The attacks happened in the absence of the maternal parent. Because of fear caused by violent threats he had not been reported by any member of the family to the legal officers of the county. Poleshia said that every effort was being made to prey upon her as her sisters; but, "I would die before I would let him be successful." The note further stated that since I had taken such an interest in the guidance of the boys and girls certainly I could be of help to her. She said that she wanted to leave home, but knew of no place to go. That afternoon I called her into conference during which I asked her what had made her different from her sisters as shown by her failure to yield to the incestuous advances. She replied:

''I am the only one in the family who goes to church and the only one who has ever gotten as far as high school. The discussions in the GIRLS' CONFERENCE for the past year have helped me much. They have so strengthened me that I am much better able to resist the advances than my sisters. My ———— is not fit to be alive. Can't something be done about it?''

I told her to return to my office the next morning and I would tell her whether or not I could help her. In the meantime I contacted a local social and welfare agency. Poleshia was placed in a home of a relative where she was given a fair chance to live decently and with respect.

Stagmus was a boy of about seventeen years in the fourth year high school. He resided in an urban center. Listen to him a moment (a voluntary speech):

''Those meetings have certainly helped us boys a lot. It has helped our parents and the community, too. Before you started the BOYS' CONFERENCE and those special gui-

dance groups, the boys of the community felt that the main reason for calling on a girl was to have personal intimacies with her and we directed our efforts in that direction as fast as we could. Boys were called 'sissies' if they didn't. As a result the girls' parents were always suspicious of us and sought to keep us barred from their homes. Now things are different. We know that personal intimacies should be reserved until we are grown and are able to assume responsibilities; that there are several other means of wholesome enjoyment and entertainment for boys and girls. The girls see the situation differently too, now. Mothers are not as suspicious of us now as they were and we are accepted more cordially in the girls' homes.''

Even though I have touched only the surface of this experiment and its results, don't you think that I have already shown enough evidence to justify the experiment and reveal its values? Should my readers care to attempt to institute this plan of socializing sex education in any school I leave for their guidance the following "tips":

1. Be a *lover* of youth.
2. Obtain permission to hold conferences from all necessary authority.
3. Read and acquire a wide range of sexual knowledge.
4. Above all, keep your own character far above reproach.
5. Be sure that you personally accept the moral code of this complex civilization in which we live.
6. During the discussions don't be a formal teacher, but just a friend who can listen with keen interest to the problems and crudely expressed questions of the adolescent as if your own child or dearest friend sought advice from you in a time of trouble. Then, in an atmosphere of good-will and kindness share your knowledge, wholesome experience, and good judgment.
7. I would suggest that the Girls' Conference be conducted by a woman.

I hope that the day will come when our school authorities will accept this plan and make provisions for its operation in the school schedule so that all children of pubescent age will have the opportunity to learn that precious knowledge which determines the moral behavior of the individual who in turn gives flavor to society. It is more important that this knowledge should be taught in the schools than it is to teach English and the other subjects which we consider as basic.

I doubt seriously if this can ever be accomplished in the formal atmosphere of a class room under the caption of "Biology" or "Sex Hygiene" — it just would not reach the soul and heart of the developing child sufficiently to insure a completely free and natural participation.

(This experiment has been made possible through the kindness of Mr. Frank B. Butler, Principal of the Bates High School, Annapolis, Md.)

There is nothing so powerful as truth—and often nothing so strange.—*Daniel Webster.*

CULPEPER COUNTY TRAINING SCHOOL RHYTHM BAND, CULPEPER, VA.

Development of Music in Culpeper County

ARETHEA P. BEDFORD

The Rhythm Band of the Culpeper County (Virginia) Training School was organized December, 1937, under the direction of Mrs. Landonia Lightfoot Barber. The band consists of thirty-six children ranging from six to eight years of age. It is comprised of every instrument that a real band contains. The rhythms, however, are the predominating instruments.

This organization has made rapid progress since its organization. During the spring of last year it gave its first recital. Since that time organizations all over the County have asked for it for selections on various programs. It can be truthfully said that this is the first band of its type organized in this section of Virginia.

It has been felt that the success of an organization depends largely on the way in which it is conducted. Objectives have been set up, as laid down by the Virginia Tentative Course of Study in Music, and followed with special care. Some of the objectives which are always kept in mind are:

1. To develop fundamental rhythmic skills such as marching, clapping and beating time.

2. To provide a means for free expression suggested by their songs or instrumental selections.

3. To provide an opportunity for the class as a whole to participate.

Our Composition Problem

Arthur E. Burke

Every teacher of English is aware of the vexing problems of composition. Sentence structure, particularly run-on sentences and fragments; shifts in construction; verb forms; spelling, the nemesis of far too many students—all these and other problems present difficulties to students and teachers alike. In consequence of this dilemma teachers on various levels tend to confine consideration of certain aspects of the general problem to certain grades, thus passing on from year to year basic errors that might have been eradicated earlier. This is perfectly natural, especially with very poor material or in systems where to have students fail might mean the loss of a position. On the contrary, much laxity, it appears, may be ascribed to two causes—failure on the part of teachers to appreciate the long-range value of habit formation, and lack of effort to make mechanics keep pace with growing complexity of thought.

On the surface these charges seem, perhaps, both unjust and ill-founded. When, however, the teacher meets the same persistent errors on several different levels, the justice of the accusations seems tenable. The writer is now having such experience in the eighth, eleventh, and twelfth grades and in remedial, regular freshman, and advanced composition courses. Such a range of work done concurrently, though presenting difficulties in daily and unit planning, affords a perspective uncommon to most teachers and serves as basis for the observations here set down.

Eighth Grade Errors

Given an eighth grade class of average ability, what might one expect to find? There will be wrong forms of verbs, the omission of necessary prepositions and conjunctions, the misuse of adjectives and adverbs, a variety of misspellings, run-on sentences and fragments, and little sense of paragraph structure. Considering the relative simplicity of single and related ideas of the group, however, one is likely to get reasonably correct work from the middle and upper members of the class. Lest the foregoing statements seem contradictory, it must be emphasized here that composition is *always* an individual problem. The wide range of errors will spread over the entire class, while poor spelling and neatly turned phrases will usually be found among the few.

Correct Form

In an effort to secure correct form it is easy for the teacher to overlook several vital facts. First, there is the all-important fact that

each pupil is trying to say something. What is it? How has he said it? How can he say it more effectively? Between ideas are there gaps which should be filled with more thought? All these questions must be answered, if the student is to think his way through the hodgepodge of ideas with which he comes in contact. Second, there is the matter of teaching sentence structure as thought structure. Again questions must be answered. Where does the thought begin and end? Is one part of the thought equal to another, or in some way dependent upon it? Are two or more phrases expressing parallel ideas constructed alike? Third, there is the difficult task of overcoming the mental poverty and inertia attributable in many instances to failure of the students to think long and deeply enough over things they should know. Finally, no teacher can afford to forget that as he himself has learned more by teaching, so the students will often learn more by teaching one another.

Though the task outlined for the eighth grade teacher is formidable, it is not insurmountable, as results in the junior high school show. However difficult the task, its rigors in no wise give the teacher license for learning too heavily on minimum essentials—whatever these are; for strict adherence to these can produce a generally poor caliber of work and stunt the growth of superior students. This does not mean, however, that the eighth grade teacher should even attempt to teach intensively everything here suggested. It implies rather that he must take advantage of every opportunity to help the student to grow in vigorous expression of ideas; and such expression, in turn, involves training in seeing through words to ideas, and their relationships.

If the task of this teacher is so comprehensive, what is left for teachers in the ninth and tenth grades to do? Certainly not a mere repetition of earlier work, nor yet the teaching of literature merely; rather the task of eliminating errors and of making increasingly complex thought easy of expression must be carried on. How well this twofold task is accomplished may be seen from the work produced by students in the last year of high school (usually the eleventh grade in Virginia) and in the first year of college.

High School Errors

Students in the last year of high school show a surprisingly high per cent of errors common to eighth grade pupils. Not infrequently their papers—one or two pages long—contain from six to twelve errors in mechanics and show little knowledge or appreciation of the implications of their chosen subjects, and that despite the fact that pupil mortality has been at work concurrently with instruction in English. Why this situation? If general statistical data are correct, certainly more of the mentally well-equipped students than of those with low IQ's have

remained in school. The fault, therefore, seems to reside primarily in three things, namely, (1) laxity in teaching for mastery, (2) failure to provide students with sufficient knowledge of grammatical and rhetorical principles for them to discover and eliminate errors for themselves, and (3) only sporadic insistence upon adequate treatment of subject. In this connection it is well to remember that classification of errors made by the students themselves and drills for overcoming them are absolutely necessary. In drill of this kind, as opposed to formal drill from which there is often little practical benefit, failure to teach for mastery and to inculcate necessary grammatical and rhetorical principles has its most d leterious and far-reaching effects. The results of failure to ferret through words to ideas are patent.

Whatever the effect of these things on those whose formal training stops with graduation from high school, the effect on those who enter college is little short of disastrous. Many students of at least average intelligence find themselves in remedial English classes which yield no credit, but which require time, effort, and money. Why are they there? Frequently their entrance examinations are replete with a greater variety of errors than can be found in the average set of eighth-grade papers. Nor are these errors attributable to lack of adjustment to a new situation or to nervousness during the examinations; they are, on the whole, the result of bad habits developed during several years of high school. If we teachers of English in high school could visualize the tragedies which our leniency brings upon our pupils, we would the more readily shoulder our burden, permitting those to fail who do not master the essentials of correct expression, even at the risk of losing our jobs.

This does not mean that high school teachers of English must pass on to college teachers of the subject only those students who are nearly perfectly trained in expression. Some students who barely "scrape through" will need further drill to eliminate certain persistent errors and to make their expression more vigorous and flexible in conformity with their growing needs. All will need further instruction in complete, connected, vital thinking and expression as these apply to the many types of subjects which they must outline and develop. Besides, here, if anywhere, is the place for more formal study of grammar. With these problems before him the college teacher has every right to expect that his students will not use *to* for *too, whiping* for *whipping,* or *usualy* for *usually;* that they will not use as equals such expressions as *to help* and *caring;* that they will not regard clauses of manner, purpose, result, and others of like function as independent. At least, he has the right to expect that lapses into committing such errors will require only occasional marginal comments, and that conferences may be more exclusively de-

voted to more weighty matters of thought, diction, and grammatical niceties. The crass ignorance of grammatical forms and terminology, of basic sentence patterns, and of how to draw out and show interrelationships of ideas with which many of our students go to college, delays, even makes impossible, the legitimate work of our higher institutions.

Teachers' Challenge

Lest it be assumed that the foregoing attitudes are those of the college teacher toward the high school teacher, the reader should bear in mind that the writer teaches on both levels *now*. As a teacher on both levels he hopes he recognizes the problems of all his colleagues in English instruction. Moreover, he accepts the challenging problems wherever and whenever he meets them. He is aware, too, of his ambition for what should be, and of how this is reflected in his concern for what is. It is precisely this attitude that makes it impossible for him to concede laxity on any level in striving for what ought to be.

In justice to English teachers it must be said that they seldom have the cooperation of other teachers. This fact, however, in no wise excuses their lack of firmness in teaching or in grading. Their subject matter is unlimited, as the Virginia core curriculum shows. Therefore they must assume willingly the obligation of leading their charges through patterns of thought appropriate to the increasing complexity of ideas in the broad fields of knowledge covered by the subject-matter courses.

No matter how firm our teaching, we shall still find our efforts frustrated unless we divert the students' attention from marks to real accomplishments. This is particularly true if teachers adopt a policy of refusing to mislead students by giving them high grades for poor or mediocre work, for in this grade-crazed age the mark alone seems to interest many students. For this reason the writer has frequently found it advisable to return papers with marginal comments and inter-linear notations, to collect them after the students have studied them carefully, and later to return them graded. This technique, together with such methods as teachers may find best adapted to their particular needs, may help us to solve no few of our problems in teaching composition.

Though the writer has emphasized technical errors, the reader will recall that these are considered as inhibitive of vigorous expression of thought. With this in mind it is well to remember that many of our students write "thin" papers because they have not thought long enough or deeply enough over many things which they are supposed to know from their formal study, general reading, or practical experience. This essential poverty of thought and of assimilated experience results in many of the technical errors referred to, for they are a logical

outgrowth of failure to appreciate relationships in thought. In turn, this last grows out of poverty of referrents; that is, students use words which have no clear denotation or connotation. Our composition problem is therefore lin guistic, logical, and psychological, and must be so considered if we are to solve it.

THE WORLD

Shady trees,
Honey bees,
Sweet, smiling flowers,
Sunshine and showers—
All these things so rare make the world fair!

Bright skies of blue,
Flowers of Heavenly hue,
People that smile
and share your troubles awhile—
All these things so rare make the world fair!

Long, snowy fields,
And the old water mill,
Children that play
And laugh all day—
All these things so rare make the world fair!

—Lloyd Norris.

NEW ADDITION TO NEGRO SCHOOL, WINNSBORO, S. C.

Works Progress Administratio

Suggestive Foundation Principles for All Educational Systems

W. H. Craig

Any educational program that may be advocated or advanced must have a definite group of basic principles. It has been with pleasure that the writer has taken time out to review the underlying principles upon which our so-called elementary, secondary, higher, special, and adult education systems have set forth to justify their existence. It is true that any system must have a history, purpose, and goal of psychological, philosophical, and sociological purport. But we must admit that there are certain selected principles which are common to all systems of education or otherwise these systems would be lacking in their identification.

It appears that the following principles could be set out as basic in the COMMON FOUNDATION of all systems of education.

a. Education is a continuous process.

b. Educational development must be based upon the problems, needs, and interests of those to be educated.

c. Education is the composite of all the experiences of an individual, both in and out of school.

d. Educational activities can be made most acceptable and useful by the democratic method, reaching more readily the needs of the individual or groups to be educated.

e. Any effective program of education must possess great flexibility in order to avoid discriminative practices.

Education Is Continuous

The conception that education is continuous, is, of course, not new. However, the application of this conception to a planned program of education for all age levels has seldom been attempted, if at all. The present program of education reflects a confusion that exists in educational thought with its many educational services functioning independently, receiving their support from various sources, and being administered by unrelated agencies. The situation contains the unfortunate implication, that education is not continuous and unified but that it is a matter of a little bit here and some more there, depending usually upon the individual aggressiveness of each of the educational agencies functioning in a community. This situation also implies that education is primarily academic and theoretical and has little, if any, relation to real everyday meaningful experiences.

Education is continuous and transcends administrative divisions. It demands, for most effective re-

sults, that the educational activities either be centralized in one agency or co-ordinated by the co-operative efforts of all agencies to the end that the confused situations of today be replaced by a planned, well balanced, and adequately supported educational program for all age levels.

Education Should Be Adapted to Needs

It appears that the implications involved in the second principle; that educational development must be based upon the problems, needs, and interests of those to be educated, may be of most importance to the makers of curricula and courses of study. The existence of individual differences has for a long while been recognized and considered as an important factor in the educative process. The interpretation of this factor, however, too frequently has been simply that teaching techniques are to be modified to conform to the different abilities represented in the groups. Such a procedure, however, is only of limited value unless applied to the planning of the aims and content of the activity. The needs and interests of those to be educated must be surveyed and the content and technique determined upon the results of such surveys. The trained curricula experts should refrain from the preparation of elaborate courses of study and confine their efforts to devising and testing techniques of curriculum construction for individual situations and to preparing suggestive materials.

Education Is a Composite of Experiences

The conception of education as a composite of all experiences does not eliminate study of specialized subject matter or practice in highly technical skills, but it relegates such study to a subordinate position. It is a part of the whole educational process of an individual. The goal of education is an entire product and a program of education must be planned to achieve that goal. A brick mason does not have an education to make him a brick mason, another education to make him an effective citizen, and another education to cause him to use his leisure time profitably. A brick mason has an education to which all of his experiences contribute. If the contributions of varied reading material, as provided by the library service are ignored, if the influence of recreational activities upon attitudes and physical conditions are not considered, the educational process is not complete and he is neither as good a brick mason nor as effective a citizen as he could have been. The technical skills of an individual are greater when the many other aspects of his education are given consideration in his planned training.

Education Is Democratic

The conception of democratic methods would do away largely, according to the age and group levels, with evidence of paternalistic or dictatorial imposition of a rigid pattern conceived by armchair

planners. The democratic method is based upon a fundamental and abiding faith in people. A faith that people more frequently than not will find the best answer to their problems if given an opportunity to exercise judgment under supervision. It is a psychological perception that in informed and intelligent group thinking the new ideas evolved are more than the sum of individual ideas. Any one experienced in teaching at the various levels of instruction can readily witness the results in any attempt to impose ideas upon them from above. The lack of interest and frequently positive distrust is in evidence. Much has been said and written about the democratic method as it applies to politics, government, education and various other fields of human endeavor. But too frequently the educational process is characterized by dominating dictation of the administrator over the teacher and of the teacher over those being taught.

Education Is Flexible

The concept of flexibility carries the idea of multiple service from space, equipment, and instructional staff. Schoolrooms, libraries, shops, and demonstration schools must be designed to be used for children during the day and for adults during parts of the day and night. Careful planning will make the buildings and equipment useful for a fourteen to sixteen hour daily program instead of the typical six to eight hour schedule. In addition to the economical features, this multiple-service use of space and equipment has a practical influence in the development of a unified and balanced educational program for all age levels. The instructional staff also must be called upon to be flexible in its point of view and educational methods for the integration and articulation of all educational activities. Whether this is effected by centralized administration through a superintendent of education, through co-ordinating councils, or advisory committees, it will tend to prevent duplication and to bridge the gaps in all of the phases of the educational program and to stimulate the professional growth of the instructional staff.

Gradually the lines which separate the education of youth from that of adults are breaking down and the barriers between educational agencies and special fields are disappearing. The educational process is coming to be considered as unified, and adaptable to all age levels, and to the varied experiences and needs of those to be educated.

CREATIVE ACTIVITY AMONG CHILDREN

The National Educational Outlook Among Negroes is seeking to encourage creative thought and activity among Negro pupils and students. We invite teachers and parents to send to us such creative work of children as poems, drawings, stories, etc., for use in our magazine.

How We Have A Home

(Editor's Note—This is a brief report of an educational exhibit of the Lilesville Group Commencement held at Henry Grove High School, Lilesville, N. C., February 26, 1938.)

All children like to live in houses that seem comfortable and attractive to them. Both younger and older members of the family are happy when they can entertain their friends in a home of which they can be proud. Because the house we live in affects so much the pleasures and satisfactions of home life, children are taught that housing is one of the major problems of homemaking. So, in this unit of work the pupils learn (1) How the house itself can meet the needs of the family, and (2) How correct furnishings can make the house more livable.

Perhaps no feature of the Commencement, whether musical, literary, or athletic, received more emphasis and preparation than the Home Exhibit. Surely no other offered more to the pupils in stimulating a desire for improvement in their own conditions.

The second, third, and fourth grade pupils were allowed to construct their houses from whatever material was available. In many instances pasteboard from packing boxes was used. Then from this pasteboard and glue houses of one, two and three stories were built. After this was done, the job of painting and wall papering followed. Next came the all important building of furniture, and placing it in the house correctly. This, too, was made from boxes, scraps of wood, and pieces of willow. Cotton cloth was used for curtains, linens and cushions. The average house consisted of Living Room, Dining Room, two Bedrooms, Kitchen and Bath Room.

The educational advantage of this unit of work was two-fold.

(1). The pupils received training and practice in using their hands to make the articles for the exhibit.

(2). The knowledge of ideal home conditions inspired them to want ideal homes. This, naturally, caused them to improve and aid in improving their own homes by passing their enthusiasm and ideals onto the older members of the family.

—Lillian Hortense Galloway.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

A SPECIAL MESSAGE TO LOCAL AND STATE ASSOCIATIONS AND REGIONAL CONFERENCES

MY DEAR FELLOW TEACHERS:

During this season many local, state, and regional teachers associations will meet. The main purpose of these meetings will be to place before teachers the best educational thought and practice. The major objectives will be professional advancement. An important benefit will be an opportunity to exchange ideas. The dominant theme will be improvement of the education of Negro boys and girls. New friendships will be formed; old friendships will be renewed; both intellectual and social life will be stimulated; and each one in attendance will return to his respective task revitalized and invigorated.

The President's Concern

The president of your national association should like to be able to attend each of these conventions, and particularly those that have extended him a special invitation to present to them the program of the American Teachers Association. However, it is regretted that limitation of time, and the demands of his own school make this impossible. He will, therefore, have to depend on other officers, members, and friends of the national association to carry his message to the conventions which he cannot personally visit. It is sincerely hoped that they will assume this responsibility, and that special arrangements may be made to have the several important matters discussed in this message brought to the attention of the members of the different associations.

I. Equalization of Educational Opportunity

The first matter to which I wish to call attention is the growing interest in the equalization of educational opportunity. This is more and more coming to be regarded as a fundamental principle of our democratic way of life. Negroes *should be* and *are* particularly concerned with its application, and one of the most encouraging signs of a better day is the active part which they themselves are playing in applying the principle to their own lives.

Maryland Salary Case

The Maryland situation is a case in point. Through the columns of this journal and other sources, you have become familiar with the long struggle of the Negro teachers in this State to secure the equalization of salaries throughout the State. Just a few weeks ago, counsel for the N. A. A. C. P. appeared before the Federal Court in Baltimore on behalf of the Negro teachers of Maryland in their fight for equalization. It is regretted that representatives of Negro teachers from every section of the country could not have witnessed this scene. It was a source of pride and encouragement to those who were there. A source of pride because of the masterful way in which our counsel presented their arguments; and the poise, intelligence, and readiness with which they answered all questions from the court or the opposing counsel. A source of encouragement because one could easily sense the national significance of the issues involved. A favorable ruling in this case will set a precedent that will have wide implications for Negro education everywhere. It is for this reason that reference to it has been made.

Equalization Broad

One of the major factors in the equalization of educational opportunity is the establishment of the principle of equal pay for equal service. This principle having been realized, many other benefits will quickly follow. Already in the State of Maryland, through legislative act, all inequality in length of school term has been eliminated. Other results include: increased appropriations for transportation; erection of better buildings; provision of more adequate equipment; and last, but not least, the stimulation of a higher morale among the teachers.

Responsibility of All

While the initiation of such programs was begun in fairly friendly regions, such as the border States, it is encouraging to note similar activity among our teachers in other States, particularly Virginia and Florida. Because the movement for equalization of educational opportunity is spreading rapidly, and because of the extent to which inequalities exist, it is essential that the plans and procedures be considered from a national point of view. That is to say, everyone, in all parts of the country, and especially where the dual system of education obtains, is morally bound, both directly and indirectly, to contribute moral and financial support to those places which are waging and to those agencies which are promoting the fight for equalization of educational opportunity.

II. American Teachers Association

This is a national problem and must be approached on a national scope if it is to be solved effectively and permanently. It is for this reason that the American Teachers Association has taken on active interest in the movement, has concerned itself with national educational legislation, and is contributing ten per cent of its association funds to the N. A. A. C. P.

for its legal fight to equalize teachers' salaries. In order to develop a comprehensive and far-reaching program commensurate with the needs and the demands made upon it, the American Teachers Association must have the support of a large number of teachers and of their associations.

State Associations' Part

This leads to the question — To what extent are state associations availing themselves of the opportunity to make a contribution to the achievement of this program through affiliation with the A. T. A.? This is the only way in which some state associations can do anything worthwhile toward the realization of the important objectives discussed here. Perhaps there has been no time in the history of the A. T. A. that a greater opportunity has been offered every Negro teacher to do his part in bringing to pass a better day in the lives of the Negro citizens of this country. That is certainly true as far as education is concerned.

III. The National Educational Outlook Among Negroes

At the last annual meeting at Tuskegee the annual membership fee was set at $1.50, and THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES was adopted as the official organ of the Association. Through this plan all members automatically receive this up-to-date magazine. Its objectives are similar to those of the A. T. A. — equalization of educational opportunity. Never before has there been such an opportunity, whereby a member could contribute so largely to the realization of the program of the Association and at the same time improve his professional status.

Its Purpose

This magazine is designed to stimulate and promote the advancement of education among Negroes through—

1. Dissemination of General Educational Information.
2. Presentation of Educational Facts.
3. Promotion of a Professional Spirit.
4. Diffusion of the Best Practices in Schools.
5. Encouragement of Race Pride and Independence.
6. Stimulation of Initiative and Creative Imagination.
7. Recognition of Educational Achievements.
8. Application of Education to Health, Home, Vocations, Citizenship, Leisure and Character.

It is needless to point out the fact that THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is alone worth more than the fee required for membership in the Association.

With these facts before you, it is my sincere hope that every teacher in your Association will take out a membership in the A. T. A. before this meeting adjourns, which automatically makes him a subscriber to the OUTLOOK, and thereby make his personal contribution to the realization of

this program. You will have an opportunity to see a sample copy of this magazine during this session. After you have scanned, even superficially, the articles included in it, and come to appreciate not only the excellence of its presentation, but also the timeliness of its contents and the clear discussion of important current educational problems met from day to day in your school, you will no longer hesitate to join the A. T. A. and derive the many benefits already outlined.

IV. Annual Meeting

Plans are now being made for the annual meeting in Atlantic City, N. J., July 25 to 28. The Executive Committee is arranging a program that will bring to bear the best thought on some of our most serious problems. Not only are we inviting some of the most outstanding leaders in the country to speak, but we are providing opportunities for many persons to make contributions and to participate in discussions. The chairmen of the various departments are doing likewise.

May I urge upon every member in local and state associations to be pointing his thinking in the direction of Atlantic City, and the 36th Annual Meeting of the American Teachers Association. May I also urge that, as a first step toward a satisfactory experience at the Annual Meeting, if he has not already done so, he make immediate arrangements to be affiliated with the A. T. A. There can be little doubt that, as a member of the Association, with a consciousness of his contribution toward the total program, he will be in better position to render service to the success of the meeting.

The local committee has been planning since last summer to provide adequate and satisfactory accommodations and entertainment. This committee is anticipating — and I think rightly so — a large number of teachers and others interested in the problems of education among Negroes. New York City, and its World's Fair, is only a short distance from the seat of this Annual Meeting, and will be added attractions — bringing many who otherwise would not be present. This will be an extraordinary opportunity, therefore, for the American Teachers Association to get before a large cross-section of persons most directly concerned, problems involved in promoting a program of equalization of educational opportunities. It is the solemn and inescapable obligation of every state association to tie up each and everyone of its members directly with the A. T. A., to the end that the national organization, with the momentum that such moral and material support will provide, may make an irresistible advance toward the realization of its program.

I am urging therefore, that your slogan for this meeting of your Association be: EVERY MEMBER OF THIS STATE ASSOCIATION A MEMBER OF THE AMERICAN TEACHERS ASSOCIATION!

Yours for the Cause of Equality of Educational Opportunity, I am

CARRINGTON L. DAVIS, *President.*

A Creative Activity Curriculum for Children, Teachers, and Principal

Helen A. Whiting

The Principal. "How is Lewis doing, Miss Clark?"

Third Grade Teacher. "Fine! Since I have individualized the work, he is reading on the third grade level."

The Principal. "May I look through his individual, class room folder sometime? He is new and has no cumulative record. It appears that our letters written to parents, instead of traditional reports, have made for closer cooperation between parents and teachers, supplemented, of course by our P.T.A. study groups, and private conference with parents."

Third Grade Teacher. "The parents naturally like the personal, and, therefore, specific treatment of their children."

The Principal. "Coming back to Lewis, there is a boy who, by your studious use of the individual technique, is making unbelievable progress. Why? Because he is competing with none other than Lewis himself. Is his social adjustment improving? We have had our 'ups and downs' with Lewis's social side, you know."

Third Grade Teacher. "Yes, he shows decided improvement in socialization. I would like to make the case study of Lewis for my contribution to our research publications this year."

The Principal. "That is what I have been hoping. I feel that our publications mean so much more to students of education than treatises on isolated principles. One gets more from a record of principles in action. It becomes a living, breathing thing—a human document!

"Oh yes! Miss Clark, would you please, as chairman of the Kindergarten-Primary group, remind the committee about the pre-school clinic and the class inventories? Thank you!

"Before you go, let's talk a little about the story your class graph sheets tell. It seems to show that the organization of the material is helpful and the analysis of the large units into small graded units of difficulty is quite workable. This idea of the pupil's reading whole books and, when he completes the book, the date is placed after the total number of points earned, seems to be working effectively with your pupils. I like the free, happy, informal atmosphere in your room—however, I think that atmosphere prevails throughout our school, don't you?—a sort of *controlled freedom.*

When we feel that the freedom is misinterpreted and defeats positive personality development, and sturdy character building, we never fail to step in, do we? By the way, the supplementary word lists are being handled nicely. How are the Speed and Progress Tests working?"

Third Grade Teacher. "Very well. Arithmetic is divided into two parts —speed and progress. The graph which shows progress contains a list of the tests representing the child's general advancement in arithmetic. The child must reach accuracy in each of the tests. At regular intervals all the processes are tested in their practical application to problems. The work for speed constitutes a continuous running review, paralleling the general progress in arithmetic."

The Principal. "It is noticeable how well you are taking care of the child's social development in your group and class experiences. Yes, Miss Jay, come in. Miss Jay, do you not think it possible for the lower school to integrate its rhythms with the middle school's creative Ethiopian venture? The children of the middle grades are creating plot, dialogue, lyrics, music, stage sets, and costumes for it. Did you read their verse in the school paper? Talk it over with Miss Holm. It seems as though it should work into the plot quite well Here is the recipe you requested for making clay paints.

Clay Finger Paints;

Take 4 cups cheap flour and make a smooth batter by adding two quarts of water. Add 2 tablespoons of either glycerine or syrup and cook in double boiler with continuous stirring for 2 hours. (Preservative, 1 oz. to each 8 gals., may be dissolved in water in which the flour is cooked.) Add pigments (clay powder) to paste.

Pigments from Clay;

To refine colored clay for pigments crumble all clay lumps with the hands. Put one to two shovelfuls of clay in a large bucket; pour water in about three fourths full. Then agitate violently and pour off the water immediately into a second bucket, throwing away sandy or gravel residue. Add water to second bucket and repeat process of agitation and pouring off until clay seems to be of desired fineness. Let final washing settle for some hours and pour off surface water.

"Come in, Mrs. Everett. We are talking about clay paints, etc."

Kindergarten Teacher. "Do you think I could use the commercial clay flour in mixing the finger paint?"

The Principal. "Yes, but it isn't so white as the natural white clay. It is expensive to transport children to and from the clay pits—but I will write Miss Mayfield to send us some. You will be able to get a live red, yellow, and blue by mixing the easel paint powders with the white clay. The children seem to enjoy rhythms. Their

response is thrilling! Miss Jay has sent for me on several occasions and their interpretations are amazing. Don't you think it has given them more poise? There is said to be physical grace and emotional stability—a rhythmic coordination of body and mind; and an expansion of individuality as a result of such bodily, mental, and emotional control. The children, too, seem to have quite a feeling for art; and show a distinct tendency toward creative imagination.

"Paper? Yes, Miss Jones, right in the drawer. The summary of the pupil's work in your Skills Laboratory seems sound and intensely interesting. It shows what a teacher can do in her first year of teaching if she has a studious attitude. Here is another book for your study. I like the complete file you keep on each child's progress. The Winnetka arithmetics saved the day, didn't they? The range in grade five you say is: two (2) working in Book 4, one (1) working in Book 5, and one (1) in Book 8. Just as you say, if it were not for the work-sheets, this variety of occupations would not be possible. Teach—Drill—Test—Reteach—and Test to the point of mastery for each pupil working along as well and as fast as varying abilities will allow, and thus, produce happy children and thorough work.

"Miss Lomes, what phase of social studies or elementary science do you wish me to use in art tomorrow?"

Miss Lomes. "We are studying Greece just now."

The Principal. "What about clay modelling of Greek vases, and the study of Greek architecture? Your worksheets are training the children in proper study habits. I notice how they apply themselves when using them. The discussion of their findings and their check lists support the inference that they have done effective study.

"Miss Lomes, your children's frieze of spring is intensely interesting. We couldn't do that half so well, could we? It is just as Professor Cizek says: 'Art cannot be taught, only guided.' You see here the child does not copy nature, but expresses his thoughts through symbols. I often say concerning my middle grade classes—that I don't teach the children to draw. I merely give them the opportunity to draw. There is no systematic teaching; no copying of models; I try not to touch their work. A suggestion is better made on a separate piece of paper. The children criticize their own work.

"Look at this design by one of your children. Can't you feel the music (rhythm) as you look at it? Edward Howard Griggs and other authorities tell us that the same elements are present in all the arts. Form in sculpture, and painting is represented in music by rhythm and harmony, in poetry by the meter, the stanza form and the organization of thought. Color in the spatial arts may be

compared to melody and timbre in music, to modulations of voice, accent rhyme, and the melody of words in poetry. We must guard against carrying such comparisons too far, however, because we will then obscure the unique function of each art. It helps us to see that while each art fulfills its own function, unequalled by any other, there is great unity among the arts, and they alike appeal to the whole spirit of man.

"What I should like to do next is to experiment with the children's translation pictorially of 'motives in one art into related motives in another art.' It holds great promise for the children's creative release. More and more we must expose our pupils to the arts, that they may be aroused toward an enduring interest that will make possible constructive leisure time activities.

"Come in, Miss Gray. Rest your wraps. We are always glad to welcome the rural school supervisors. What is your pleasure?"

County Supervisor. "I wanted to bring my county teachers to observe the teaching in your school."

The Principal. "Certainly, we are now expecting at least one annual visit from you. My opinion is that if properly conducted, with pre-conference, observation and post-conference, observation of teaching in a graded school by rural teachers can be very helpful to them. After all—it is teaching of children no matter in what school."

County Supervisor. "That is true. What are some basic principles upon which you operate this laboratory elementary school as pertains to helping rural workers?"

The Principal. "My opinion is that what the rural school has considered as handicaps are really opportunities for the most progressive procedures. For instance: (1) the organization of the grades into groups (reducing the number of classes to be taught); (2) the organization of subject matter into social studies, language arts, and science; (3) the teaching of the life-related enterprises for the entire school along with continuous study of community resources and needs has no bounds!

"Thus, the small school, with children classified in different groups may work together as people do in life outside the school on enterprises of common interest in which each participates according to his ability. The situation utilizes the potentialities of each child and integrates children, teacher, school, the curriculum and the community into an organic whole. Of course, the teacher must be a student of social conditions. She must not only know the children, but must know and do something about the following: (1) the health conditions of the children and adults; (2) kinds of homes the children come from; (3) their family life and cultural opportunities; (4)

the natural resources of the community and opportunities for gainful employment; (5) how the people make a living; (6) their standard of living; (7) the kinds of churches they attend; (8) their recreational facilities; and (9) the available agencies for community betterment. This will necessitate the teacher's participation in community organization and development.

"Finally, my sincere conviction from study and practice is that if a person is to supervise successfully, in a progressive school, he must plan his contacts with the teachers so that they form a purposeful activity program, just as contacts with the teachers and pupils develop a worthwhile activity program. We think of our school as a place where there exists the congenial living together of teacher (technician) and children (subjects for observation and experimentation)—a desirable factor in laboratory (scientific) technique, and useful to all concerned. In addition to the opportunities afforded the education students, the groups of children, with their respective teachers make for a curriculum research laboratory, where life-related teaching on social and economic contemporary problems, including creative enterprises, are developed and recorded daily. These procedures are in direct line with the recommendations submitted by the Elementary School Section of the National Conference on Fundamental Problems of Negro Education. You remember . . . 'an enriched curriculum characterized by adaptation of, selection of, approach to, and organization of experiences in accordance with the sociological needs of the locality and the psychological needs of the individual Negro children, rather than upon the bases of undermined and probably non-existent racial needs.' The curriculum must provide maximum opportunity for the development of individual interests and abilities, including creative and aesthetic outlets. It must make insistent a realistic education which utilizes the method of learning by socially useful work. A consistent effort to make elementary education an integral part of the community includes within its scope every activity which gives value and meaning to life. Making the school a community center will give it the opportunity to improve economic conditions, and health situations, to raise the status of the home, to teach recreation as an essential factor in life, and to enrich the spiritual life of the whole community."

County Supervisor. "Thank you! This conference has given me more courage than ever. Would it be convenient to bring forty teachers next Friday?"

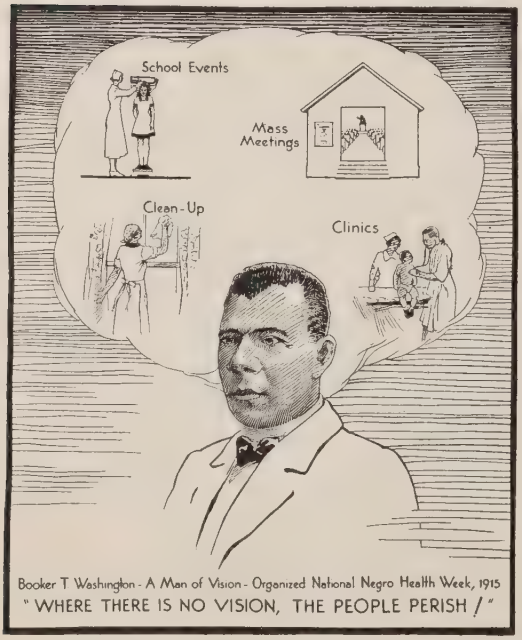
The Principal. "Certainly, what would you rather have them observe?"

County Supervisor. "Reading in connection with a unit of study."

The Principal. "All right. Here is a supply of observation guide sheets of reading on various grade levels. You can organize your group

to observe where their interest is greatest. These guides will serve the groups for their observation of the children, also for the pre- and post-conference periods in my office during the visit. We will expect you!"

SILVER ANNIVERSARY OF THE NATIONAL NEGRO HEALTH WEEK


School Events
Mass Meetings
Clean-Up
Clinics
Booker T Washington - A Man of Vision - Organized National Negro Health Week, 1915
" WHERE THERE IS NO VISION, THE PEOPLE PERISH / "

The month of April has been designated for appropriate celebration of the 25th anniversary of the National Negro Health Week. The special objective for the Week and the year 1939 is "The Citizen's Responsibility for Community Health."

Health Week proper this year is April 2 to 9. The first week in April was selected for the annual observance because the birthday of Booker T. Washington, April 5, occurs in it. Booker T. Washington founded National Negro Health Week upon the idea of a popular health campaign initiated in Virginia.

There are many attractive and useful features in the Health Week program, but the schools, especially the elementary and high schools, should be interested most in the information that is provided on the reverse side of the illustrated school leaflet available upon application to the National Negro Health Week Committee. Colleges too will find in the suggestions for the Health Week program, and the subsequent year-round activities, helpful aids for the improvement of the school environment and development of student health welfare.

Health Week also marks the beginning of the annual poster contest for elementary and secondary schools. The winning poster will be used in connection with the Health Week next year. Schools should make application at once to the National Negro Health Week Committee, United States Public Health Service, Washington, D. C., for entry blanks and further information. Reproduced herein is the winning poster in the 1938 contest submitted by Penn School, St. Helena Island, S. C.

THE HEALTH WEEK, DAY BY DAY*

Sunday—Mobilization Day—Sermons; Lectures; Program Impetus.
Monday—Home Health Day—Personal, Home, and Social Hygiene.
Tuesday—Community Sanitation Day—Neighborhood and Health Department.
Wednesday†—Special Campaign Day—Immediate Community Health Problem.
Thursday—Adults' Health Day—Information; Physical Examination.
Friday—School Health Day—Pageants, School, and Child Welfare.
Saturday—General Clean-up Day—Completing Community Clean-up Plan.
Sunday—Report and Follow-up Day—Report of Results; Year-round Plan.

See official Health Week bulletin for other information, or write to Dr. Roscoe C. Brown, National Negro Health Week Committee, United States Public Health Service, Washington, D. C.

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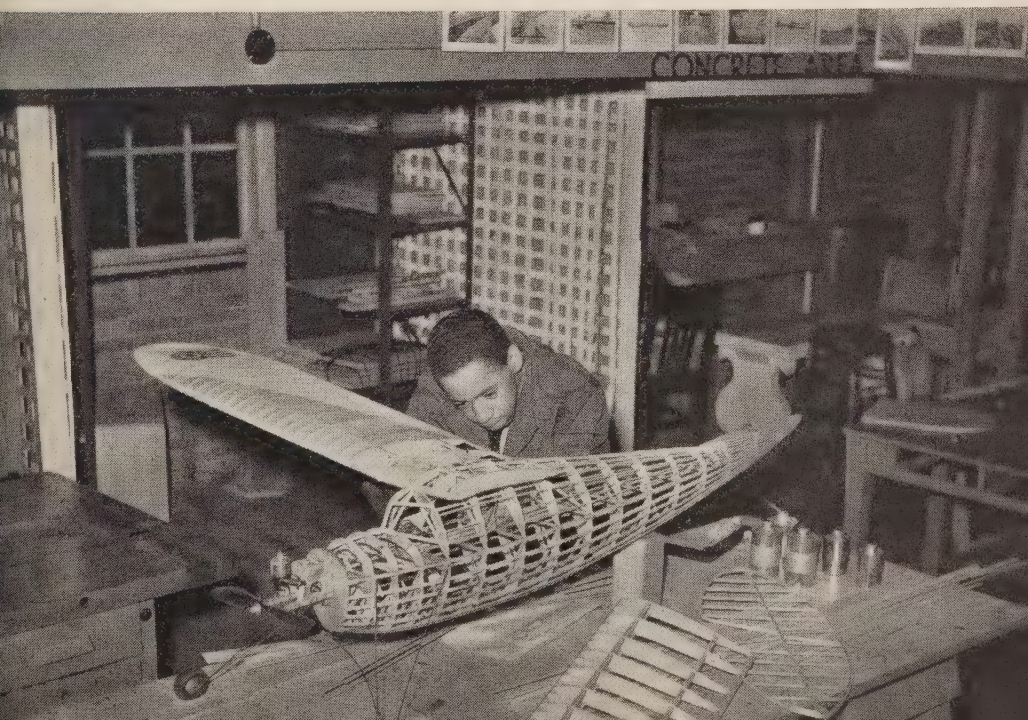
*The twenty-fifth (silver) anniversary may be observed any week, or better, every week in April.

†April 5 is Booker Washington's birthday. Arrange appropriate exercises for this day.

CONSTRUCTING A MODEL AEROPLANE IN THE GENERAL SHOP OF WEST VIRGINIA STATE COLLEGE, INSTITUTE, W. VA.



A Tribute to Benjamin G. Brawley

Henry Thomas Johnson

When we think of a great man whose life has meant so much to hundreds of young people scattered throughout the United States, we feel that there is no death for him; for he lives on even though his physical tabernacle is silent. We may not understand why one like the beloved Benjamin Brawley should be taken from God's flower garden, but when we think of the many contributions he has made, the service he has rendered to his students, and the lives he has inspired, we must not feel cast down, but we must feel uplifted and thank God for giving to the world such a man of eminent character.

I like to think of Dr. Brawley in the first place as a genuine teacher—one interested in his students, not only from the scholarship side, but interested in their developing into fine specimens of cultural manhood and womanhood. He was a teacher who went beyond the classroom in his guidance to students. Students did not go to him only for advice and consultation for their classroom problems; they also found that he was willing to hear the problems of difficulties they faced in life, and on leaving him they had a new determination to face the problems of the world with faith. It was a rare experience to sit under the sound of his voice and hear him impart and interpret the truths of life as they had been expressed by the old Sages and Poets of a bygone day.

In the second place I like to think of Dr. Brawley as a man of strong Christian character with great devotion to the Heavenly Father. It was a fine thing to hear him say often in the class to his students, "What would Jesus do in this case?" Then he would explain how the principles of Jesus could be used to solve the question at issue. So often would he refer his students to the thought of the stanza from the following hymn found on page 200 of his book entitled, *Freshman Year English:*

> God is the refuge of his saints,
> When storms of sharp distress invade;
> Ere we can offer our complaints
> Behold him present with his aid.

Again I remember his ardent faith in God on the passing of Dean William S. Turner. We were in chapel rehearsing for Shakespeare's famous play, *"Twelfth Night"* under Dr. Brawley's direction. Message came to us that Dean Turner had passed. He immediately stopped rehearsal and called the players together for prayer. He then dismissed the players and called a representative group from Shaw Hall and had prayer under the famous cedar of Lebanon tree, praying to God that

the men of Shaw Hall might emulate such a splendid life as that lived by Dean Turner. I also remember his faith and devotion to God when he conducted a Pilgrimage to the grave of Dean Turner and Albert W. Pegues. The members of the senior class of '31 who accompanied Dr. and Mrs. Brawley on this trip will never forget how fervently he read the scripture and how fervently he prayed that with the memory of these two great men before the senior class, they might go out into the world to render service to God, better that the work of these two men might continue to extend into the highways and byways of life.

Finally I like to think of Dr. Benjamin Brawley as a man who was keenly appreciative of the services rendered by mankind everywhere. I recall very recently his remarks made the last time he spoke at the Shaw University Vespers concerning the faithfulness of the former teachers who had wrought well for Shaw and with whom he had associated in their efforts of service, and I remember also how he paid tribute to those who had gone out from Shaw University to render service in various parts of the world, and how beautifully he predicted great success for the present administration.

And now his silver cord has broken but he is not dead. No man is dead whose life has touched so many human souls as his; no man is dead whose students still echo the principles and philosophies held by one so dear as Benjamin Brawley. He lies silent in death—but the poet asks:

"What's death? The opening of a perfect flower;
No watcher sees the silent spirit who, at twilight hour,
The bondman frees, uncomprehended;
The undiscovered goal;
The land of promise when the toil is ended,
The day dawn of the soul."

HEALTH WORKERS' REGIONAL CONFERENCE

A Regional Conference of Health Workers in Negro Colleges will be held April 7 and 8 at Atlanta University, Atlanta, Ga. Topics to be discussed will include: The Entrance Health Examination, Hygiene Teaching, and What Shall Be Done with the Student with Syphilis or Tuberculosis?

The Speakers will include: Dr. C. St. Guild, National Tuberculosis Association; Dr. William S. Snow, American Social Hygiene Association; Miss Mary B. Dickinson, Atlanta Tuberculosis Association; and President Rufus E. Clement, Atlanta University.

For further information write to the Conference Chairman, Paul D. Cornely, M. D., Howard University, Washington, D. C.

EDUCATIONAL NEWS AND EVENTS

14-Point Plan

The New York State Legislature's Commission on the Condition of the Urban Negro Population has recommended to that body legislation to end widespread discrimination against the half million Negroes in that State. After a two-year study, the Commission reports that Negroes in New York State are suffering from serious discrimination in employment, education, housing facilities, recreation, and health work. The Commission is submitting 14 recommendations for legislative action which will guarantee the Negroes full enjoyment of citizenship rights and privileges. State Senator Jacob J. Schwartzwald is chairman, and Assemblyman William T. Andrews, is vice-chairman of the Commission.

Canning Association

The Tri-County Canning Association, made up entirely of Negro members, is operating a tomato canning factory at Monteague, Va. With the help of a loan from the Farm Security Administration, cooperation from local merchants and growers, and under the leadership of R. H. Cauthorne, a dining car waiter, who secures leave of absence during the canning season, the Association has made favorable progress during three years of operation. The 87 members each pay $5 for membership and pledge to grow a certain acreage of tomatoes annually. The cannery has been of great value not only as a money maker but also in establishing confidence among the Association members in their ability to successfully operate that type of an enterprise.

Rural Youth

Recently released is a WPA report entitled *Rural Youth, Their Situations and Prospects.* Based on a study of youth in rural areas, it reveals that the surplus of Negro youth in those areas, together with inadequate economic opportunities and poorer schooling, has made their situation graver than that of their white neighbors. Their need for employment opportunities is greater than that of the non-farm group in their respective areas. It was also revealed that many whites as well as Negro youth between the ages of 16 and 17 are still in the grades.

English Conference

The third annual conference of the Association of Teachers of English in Negro Colleges will be held at Knoxville College, Knoxville, Tennessee, on Friday and Saturday, March 31 and April 1, respectively. The theme of the con-

ference will be "The Place and Teaching of Literature in College." Representatives of the departments of English at some fifty colleges are expected to be present, and members of the faculties of about twenty-five of these colleges have been invited to serve on the program either as leaders of discussion groups or to deliver addresses.

The Host Chairman of the conference is Mr. J. L. Cary, Chairman of the Department of English, Knoxville College. The chairman of the committee planning the program is Mr. Nathaniel P. Tillman, Professor of English at Atlanta University, Atlanta, Georgia. Other members of the committee are Mr. J. L. Cary; Mr. G. Lewis Chandler, Atlanta University; Dr. W. Edward Farrison, Bennett College, Greensboro, North Carolina, *ex officio;* Miss Emma C. W. Gray, Paine College, Augusta, Georgia, and Mr. Robert B. Stewart, Alabama State Teachers College, Montgomery, Alabama.

The present officers of the Association are Dr. W. Edward Farrison, President; Mr. Nathaniel P. Tillman, Vice President; Miss Emma C. W. Gray, Secretary, and Mr. Robert B. Stewart, Treasurer.

Literacy Education Opportunities

At the organization of an Adult Education Division of the Virginia State Teachers Association, at Petersburg, Virginia, in November, 1938, Mr. Clarence H. Spain, recently appointed Supervisor of Adult Education with the Virginia State Department of Education, announced that provisions for adult education through the Virginia State Department of Education were at present available. These provisions offer opportunities to public school teachers or other qualified teachers or persons to organize classes in adult education, literacy education, parent education, forum education, civic education, and handicraft education. The major emphasis of this program at present is in literacy education and is centered in the rural areas of Virginia. Negro teachers are receiving every opportunity for equal participation in this program and have organized a great number of classes throughout Virginia.

Public school teachers who participate in this program, having additional evening classes, receive a supplementary salary of from $1 per evening to $1 per hour for such work.

National Conference

The second National Conference on the Problems of the Negro and Negro Youth, sponsored by Mrs. Mary McLeod Bethune, Director of the Division of Negro Affairs of the NYA, and chairman of the Conference, and Mr. Aubrey Williams, Administrator of the NYA, was held in the Deparmental Auditorium, Washington, D. C., January 12-14. It was attended by a large group of persons interested and active in various phases of Negro life and activity and featured many speakers, including Mrs. Franklin Delano Roosevelt. Concomitant with the open forums were the meetings of the following Conference committees and their chairmen—Education and Recre-

ation, John W. Davis; Social and Economic Security, Lester B. Granger; Farm Tenancy and Rural Problems, Charles S. Johnson; Civil Liberties, Walter White; Health and Housing, M. O. Bousfield, M. D.; Public Employment, Charles Houston, and Youth and Its Problems, Juanita Jackson Mitchell. The recommendations made include emphasis on an immediate need for: Federal anti-lynching legislation, elimination of discrimination in the Federal Civil Service, unrestricted use of the ballot, continuation of an adequate and federally administered Work Relief Program, an expanded low-rent housing problem, extension of Social Security benefits to agricultural and domestic workers, participation in the program of the Federal Housing Administration, additional policy-making positions, equitable participation in the George-Deen Act for Industrial Education, full participation in the apprenticeship training and vocational guidance program, a national health program, and the continuation and extension of youth service programs.

4 Years of Progress

Prepared by Roland L. Wiggins, supervisor of Negro Schools of the Missouri State Department of Education, is the publication, *Four Years of Progress with Missouri Public Schools for the Negro.* It is replete with statistical and pictorial materials purporting to show the improvement in the educational facilities for Negroes in that State.

SCHOOL AND COLLEGE ACTIVITIES

■ The Board of Education of Columbia, Kentucky, at its meeting in January, changed the name of the Samuel Coleridge-Taylor High School to **Jackman High School.** Prof. P. H. Jackman was principal of the high school for thirty consecutive years. He gave the first $50 toward the purchase of the tract of land for the site of the school, and has worked untiringly for its improvement and the betterment of its community.

■ Dean John L. Tilley and President Robert P. Daniel, of **Shaw University,** were principal speakers at Lumberton and Burgaw, N. C., on February 17, at exercises closing the first units of an extensive minister training program sponsored by the University to offer the ministers of that State instruction in phases of religion for which their previous training had not allowed. These institutes, for which seven units have been provided, have been held in various communities under the instruction of outstanding ministers and professors of theology. Financial assistance for the project has been received from the Home Mission Board of the Southern Baptist Convention as well as from the ministers participating in the class work.

■ Negro History Week was observed at **Morgan College** with special programs arranged by Miss Mary Lou Bythewood, of the Department of History. Many

volumes of books have been donated to the library. One of the outstanding gifts was a collection of German books presented by Carl J. Murphy, editor of the *Afro-American*. The Alumni of the College have inaugurated a campaign to solicit $5,000 in cash in order to match a conditional grant of $3,000 from the General Education Board. This money will be used for the purchase of books for the new library.

■ At a special meeting of the Board of Trustees of **Hampton Institute** in January an increase in tuition of $10 for old students and $20 for new students was made for the year 1939-40. In 1940-41, all students will be charged the new maximum tuition rate. The administration was authorized to continue negotiations with the Federal Government for the establishment of a course in aviation for pilots and mechanics.

■ Held in February was the 13th observance of the Home-Making Institute at **Bennett College.** Dr. Flemmie P. Kittrell directed the Institute, using the recently established Nursery School-Parent Education Center as a focal point of its activities. Dr. Margaret Wylie, professor of family life at Cornell University, was discussion leader.

■ "Everyman," an English morality play of the 14th or 15th century, was presented by **Spelman College** students on March 3. The production was given under the auspices of the Y.W.C.A. John M. Ross, acting director of the University Players, directed the performance, for which a musical background was provided by Kemper Harreld and Willis L. James.

■ **Morehouse College** honored her founders on February 19 with a program which was the culmination of a two-day observance of the beginning of that institution 72 years ago. The principal speaker was Dr. James M. Nabrit, of the class of 1923 and at present executive secretary to the president of Howard University. The senior class, on February 24, presented a program of tribute to Dr. John Hope at the Fourth Annual Memorial Exercises in his honor by the students of Morehouse. The principal speaker was Marshall S. Cabiness, Gastonia, N. C., president of the Student Body of the College.

■ The sixth and seventh grades of the **Crosby-Garfield School,** Raleigh, N. C., presented a special program in celebration of Negro History Week. Under the direction of their teacher, Miss M. E. Elliott, the pupils collected materials and had discussion periods previous to the Week in preparation for the program. According to Miss M. T. Brooks, sixth grade teacher, features of the program were poems, music, an original play, "Bedtime Stories," and an address, "The Negro and His Contribution to the Development of America," by Lula Mae Williams. There was also an exhibit of drawings and poetry done in the grammar grades.

Announcing the Publication of

NEGRO CONTRIBUTIONS

A UNIT OF ACTIVITY WITH ACCOMPANYING ORIGINAL STORIES DESIGNED FOR USE IN THE INTERMEDIATE GRADES OF THE ELEMENTARY SCHOOLS

This inexpensive unit of activity and accompanying stories will be published in April and distributed by The National Education Press, Inc.

THE UNIT 1. Features the services of the Negro in such areas of work as music, literature, art, science, sports, statesmanship and education.

2. Provides for the study of members of others groups who have aided the progress of the Negro.
3. Offers suggestions for its initiation; provides for individualized activities; suggests integrations with other school studies; and leads into other areas of investigation.
4. Includes a bibliography for teachers and pupils; supplies tests for each sub-division and for the entire activity.

THE ACCOMPANYING STORIES have been written with the pupils' interest as the large center, but without distorting the main ideas.

THE AUTHOR is Miss Lillian A. Duckett, whose training, and experience as a teacher in James Monroe Demonstration School, Washington, D. C., and as a writer qualify her to prepare such materials as will be useful to teachers and interesting to pupils.

The time span for this activity unit is approximately six weeks.

We shall be happy to send further information upon request.

THE NATIONAL EDUCATION PRESS, INC.

1210 LAMONT ST., N. W. WASHINGTON, D. C.

DIGESTS AND REVIEWS

IN THE MAGAZINES

Mississippi Educational Journal

In the issue for February is the announcement and tentative program of the 33rd annual session of the Mississippi Association of Teachers in Colored Schools to be held at Lanier High School, Jackson, Miss. The theme of the session is "Current Trends in Education for Negroes." In the same

issue appears a unit of work on The American Negro, by Mrs. Sallie Crawford.

The Educational Record

Is the Relation of the College Library to the College Program That of Implement or Adjunct? is the question raised in the title of a paper by Carl M. White which is published in the January issue. Librarian White states that "A hundred years ago the question would have had little meaning . . . In the last half century, the library has become an adjunct—a very important adjunct of the college. As such, its significance is due mainly, though not entirely, to the library profession. . . . Responsibility for making good use of the library has broadened as the conception of its place in the college has changed. How far we move toward making college libraries function as implements instead of adjuncts will depend largely, though not entirely, on the teaching profession." M. M. Chambers presents court decisions and current trends in the article *Recent Court Decisions Affecting Higher Education.* Also, in the same issue is Daniel A. Prescott's article, *Emotional Weather.* Professor Prescott states that emotional weather to which all human beings are exposed "is the moods of their fellow men, with whom they work and play and live. . . . The emotional climate in our schools lacks friendliness and other desirable characteristics. It is laden with moods that make it difficult for children to learn and hard for teachers to be poised, moods that are provocative of dictation in administration. . . . But, this climate is inevitable while social tradition dictates a curriculum that is out of step with the normal processes of human growth and development and that is relatively nonfunctional in meeting the current needs of children. It can hardly be changed while administrative and supervisory practices remain what they are, while relatively unselected teachers blindly grope to fulfil a mission which they do not comprehend. First, educational theory must be rethought in terms of the best scientific understanding we can get of human growth and development. Then teachers and administrators and the public must be challenged to study the implications of these growth and developmental processes for education in our culture." This magazine has also issued supplement number 12, a complete and separate issue containing speeches and comments from the Seventh Educational Conference, held in New York City, October 27 and 28, 1938, under the auspices of The Educational Records Bureau, The Cooperative Test Service, The committee on Measurement and Guidance of the American Council on Education, and The Commission on the Relation of School and College of the Progressive Education Association.

Peabody Journal of Education

In the January issue appears nine replies to this magazine's request to several mature teachers to describe that teacher whom each

would select as the best of his acquaintance. Presented under the general title of *My Best Teacher,* they provide an interesting cross-section of "best teachers." *Discovering Arithmetic,* by Ruth Thompson includes the following conclusions: ". . . the teacher cannot anticipate what subject matter will be needed in any one grade. Some children may work out solutions which seem very difficult to one who reasons logically, and these same children may have much trouble with very simple things for which they have no purpose . . . there is a striking difference in the ability of children, and no conclusion is more valid than that all children cannot attain the same achievement at any set time . . . more emphasis must be placed on the meaning and reasoning of problems than in answers and abstract drill."

Journal of Home Economics

With the February issue this journal celebrates its 30th birthday. Interesting is the article *The Thirtieth Birthday,* by Benjamin R. Andrews. In the same issue is *The Changing Concept of the I.Q.,* by Beth L. Wellman, a paper in which appears the significant statement "In my opinion, the child develops best mentally in an atmosphere where he feels a challenge to maintain his own relative status in the group, where independence of thought is encouraged, where intellectual curiosity is fostered, and where there is an abundance of concrete experiences on which to base abstractions." The symposium for the month is entitled *Household Equipment.*

Childhood Education

"Evaluating Some Procedures" is the theme for the January issue. In the article, *Appraisal of Tests and Measures for Young Children,* J. Wayne Wrightstone concludes with "A cursory appraisal of tests and measures for young children shows that many of the measures are now in experimental stages of development; that they should be revised and reconstructed continuously so that they will measure better the functional behavior which is considered important by teachers and parents. New instruments and techniques should be devised for new areas and objectives of child growth. . . . New and more inclusive measures which conform with new and more inclusive theories of child growth must be evolved." Interesting and helpful is the symposium, *Experiments in Reorganizing the Primary School.*

School Activities

"Not only have students been misled by the use of the words 'student government,' but some teachers and administrators, intrigued by the high sounding title, have worked out fanciful programs that were short lived and extremely detrimental to the administration and operation of the school" declares G. G. Starr in the article, *Preparation Precedes Participation,* in the February issue. Superintendent Starr stresses the need for preparing faculty and students for the program of student par-

ticipation, and examples of how it might be accomplished. Two interesting regular features are *How We Do It,* short articles of activity procedures contributed by readers, and *Parties for the Season.*

The Social Studies

In the February issue, J. Pope Dyer tells of the success of Chattanooga's Central High School in the article *A Unit in Interracial Understanding.* Mr. Dyer states that "Every conceivable means was used to create an atmosphere of better racial understanding within our school and community," and lists 14 of the main activities engaged in by the sociology classes under his direction and supervision. Other articles of interest include: *Excursions to Local Industries—Their Possibilities for Vocational Guidance,* by William Scanlan and H. A. Weinberg, and the Illustrated Section which presents *The American Revolutionary Period.*

Education

The February issue is the Economics Number and contains articles by authorities on various phases of Economics. Three of the articles are: *Some Hurdles for the Economics Teacher,* by V. O. Watts, who discusses the "preconceptions and prejudices brought to the [economics] classroom by the average student"; *The Teaching of High School Economics,* by Margaret Thomson and Dorothy Lampen Thomson; and *The Teaching of Economics in the Sixth Grade,* by John W. Knoble.

The Crisis

Old Jim Crow in Uniform, by Walter Wilson, in the issue for February, reviews the treatment of the Negro in the army. In the same issue Arthur B. Spingarn presents his annual annotated listing of *Books by Negro Authors in 1938.*

The English Journal

In the February issue appears an article by Robert W. Rounds, *The English Teacher Looks Ahead.* In it the writer describes the English teacher of the future as having "faith in the ability of each of her pupils to contribute in some measure to the democratic life of the classroom . . . faith in the ability of a group of children in a school to become increasingly self-directive . . . is willing and anxious for her pupils to subject to the scrutiny of intelligent thinking any conventions or customs that come within their experience . . . for the material—the curriculum—of this course, the teacher leads her pupils to sense any study problems within their own experience." With this issue is a second part which contains summaries of addresses delivered at the St. Louis meeting of the National Council of Teachers of English, November 24-26, 1938.

Practical Home Economics

In the issue for February is *It Pays to Budget,* an interesting and helpful two-act play suitable for chapel or assembly, by Mary Fowle Perry. The play is so devised that the first act may be used by itself if a shorter play is desired.

The Journal of Negro Education

In *Northward Migration and the Health of Negroes,* by Walter R. Chivers, in the January issue, is the conclusion that "The question of 'whether or not Negroes are physically incapable of a low death rate or whether or not their death rate is higher than that of white people because of cultural deficiencies' is philosophically vague. The fact is that medical science agrees that tuberculosis spread, syphilitic infection, functional psychoses and neurotic conditions can be greatly reduced by known therapeutic methods, which are medical, social, and economical. Before the quality of Negro biological heredity can be tested scientifically, the cultural deficiencies must be attacked seriously on a wide front. The further question of whether or not Negroes are capable of survival in other than a Southern rural environment still awaits a severe test of the therapy suggested here."

Music Educators Journal

In the February issue, Alton O'Steen contributes the article, *Swing in the Classroom.* He suggests that music teachers can do the following about swing: ". . . we can begin to listen to it, in an attempt to discover for ourselves the astonishing variety of styles in modern jazz . . . we can bring swing into the classroom—have our students play it, play it ourselves, sing it with them . . . with swing music *in* the classroom, we can help our students to increase their discrimination with regard to it. . . . Why not meet the challenge of swing music—and get acquainted with the challenger."

The School Executive

Relations with Parents, is an interesting and helpful article by R. W. Browning in the February issue. Principal Browning tells of the activities in the Manhattan (Kansas) Junior High School in promoting pleasant and cordial relationships between the parents and the school. These novel but sound activities have had good results and have made also the pupils happier and enabled them to "get a greater satisfaction out of the experiences of school life."

Child Study

"Habits and Character" is the theme of the February issue. One of the important articles is *The Fetish of Habit Training,* by Anna W. M. Wolf who concludes with: "Parent education is essentially the task of educating the emotions. Rightly conceived it should revolve around the problem of releasing parents so that they can freely enjoy their children. It must liberate and arouse them so that they can do things with them, have good times together, laugh, talk, work and play together, get angry at each other without excessive guilt, love each other without dependence. If the way is clear for these things, and if parents are able at the same time to confront children with their own mature standards, children will learn, not all at once, perhaps, but gradually as they mature, and with many backslidings. Sound and responsible char-

acter comes not because children have been caught young and trained that way, but because they have been enabled, of their own free will, to give up their early egoistic and primitive wishes, through affectionate contacts with parents who themselves love and practice civilized living."

The Instructor

In the March issue, Pearl G. Cruise presents *A Unit on the Netherlands,* for primary and middle grades. The illustrated unit of work in this issue is *The Fishing Industry,* by Katherine L. Julian. This very interesting and informative unit can be used with either the primary, middle, or upper grades.

The Journal of Business Education

Can the Home Town Girls Make Good? by Hal Hali, appears in the issue for February. Principal Hall indicates the "salary needed for an adequate standard of living" for girls, particularly those with stenographic training, and the "qualifications necessary in earning such a salary" in New York City. He states that the stenographer living alone should earn $23 a week for covering the items of a budget to cover the living costs, and that "it seems wise to encourage only the better students to seek employment in the larger cities. . . ."

The Grade Teacher

Some of the interesting and helpful items in the March issue are: *How Animals Keep Clean,* a correlation of nature study and health, by H. B. Bradford; *Clothing,* a unit of work in the social studies, for primary grades, by Emma Wagner; *The Winds of March,* a simple unit on the weather and the points of the compass, for primary grades, by M. K. Stauffer; *Irrigation and Drainage,* a unit in geography or elementary science, for intermediate and upper grades, by Katharine Thomas; and *The Bill of Rights,* a study of an important document by John Watrous.

The Clearing House

In the February issue is the article *I Don't Want My Boy to Be a Rubber Stamp,* by Bruce Allingham who states that "I hope that when my child enters school his teachers will find out his interests and latent talents, and that they will see to it that at least some of the work of the school will be of a type in which he will achieve recognition before his schoolmates for his work. I, as most parents, hope he will be average or better in his work, but I want him to continue to feel a certain security in independent effort. I want him to feel sure of himself and of his ability to meet and solve situations without too much outside assistance. I don't want him to be a rubber stamp."

The Elementary School Journal

Instruction in Penmanship for the Left-Handed Child, by Luella Cole, in the February issue is an article which all teachers should read. The writer states that "Last autumn, of the two and a half million six-year-old children who (sup-

posedly) entered Grade I, there were approximately one hundred and fifty thousand who preferred their left hand to their right. These pupils are scattered throughout the country on an average of three to each class of ordinary size. Because few of them are found in any one place, they will be trained in penmanship methods appropriate for right-handed children. Day after day throughout their first six school years, they will be taught by conscientious teachers to write badly. Six years from now most of them will emerge from elementary school using handwriting which is barely legible and which is produced awkwardly and at the cost of unreasonable effort." She explains, with appropriate illustrations "why left-handed pupils develop their customary bad habits" and gives teachers information on how "to adapt instruction in penmanship to the natural muscular coordinations of left-handed children. . ." Another valuable article is *Co-operation in Teaching Elementary-School Pupils to Use Library Materials,* by Carter Alexander.

BOOK REVIEWS

■ *True Confessions of a Ph.D.,* by Carroll Atkinson (Edinboro, Pennsylvania, Edinboro Educational Press, 1939. 89 pp. 50c).

The first in a series of "Educational Nuggets," this publication could well serve as a guide book for all who aspire to the Ph.D. degree. It would also be of interest to those who have secured this degree as well as those not considering higher education as an important factor in their lives. The author tells briefly of his educative experiences, and spares neither friend nor foe in his revelations. His style is almost conversational as he relates the vicissitudes of his path towards the final goal of a Ph.D. degree. Candidates for that degree would do well to read these "Confessions."

■ *Teachable Moments,* by Jay B. Nash (New York, A. S. Barnes & Company, 1938. 243 pp. $1.50).

Submitted "A New Approach to Health" this book "is written for those who are interested in the maintenance and promotion of buoyant, joyous, exuberant health," and is addressed to educational administrators, teachers and parents, and individuals. It consists of twelve interesting and valuable chapters in which health is presented in such a manner as to give a definite stimulus to all seeking a safe and sane way to good health. The teachable moments are listed as being "When a child exhibits curiosity," "When a child feels that differences make him conspicuous," "When adults are scared," and "When parents want something better for their children." Dr. Nash establishes a pattern for buoyant health that consists of removing infection, climinating strain, establishing food, rest and sleep habits, and engaging in joyous, power-building activity that creates a will-to-live. His simple and effective explanation of the human body as an engine with a stroke-glide mechanism; his revelations of truths and part-truths about health habits; his portrayal of the part the home, school, and community should play, are oustanding features of this book. It is the type of a book which should find a place in the home and school libraries.

■ *Rehearsal for Safety,* A Book of Safety Plays, by Fanny Venable Cannon. (New York, E. P. Dutton & Company, Inc., 1939. 132 pp. $1).

This is a collection of eight safety plays for elementary and junior high schools by a writer with extensive experience in the theatre. All of the plays are based upon the recommendations of the National Safety Council and leading courses of study in safety education throughout the country. They have been devised so that they may be staged without scenery or with as much elaboration as teachers and schools might be in a position to provide. Many of the hazards to safety which confront children are included in the plays. There is a list of helpful questions at the end of each play for use by the teacher in discussing the safety lessons included. The book utilizes the attractive and effective means of teaching safety by dramatizing it. It is a good adjunct to the classroom tools of the modern teacher.

ARTICLES TO APPEAR IN FORTHCOMING ISSUES

An Experiment in Adult Education.....J. F. Drake
Three Days to Teach.....Willye M. King
Extra-Curricula Activities in the Negro College....William H. Martin
What Should We Know About Tuberculosis.....Howard M. Payne
Housing—An Integrated Course of Study.....William E. Best
Suggestions on the Teaching of High School Chemistry
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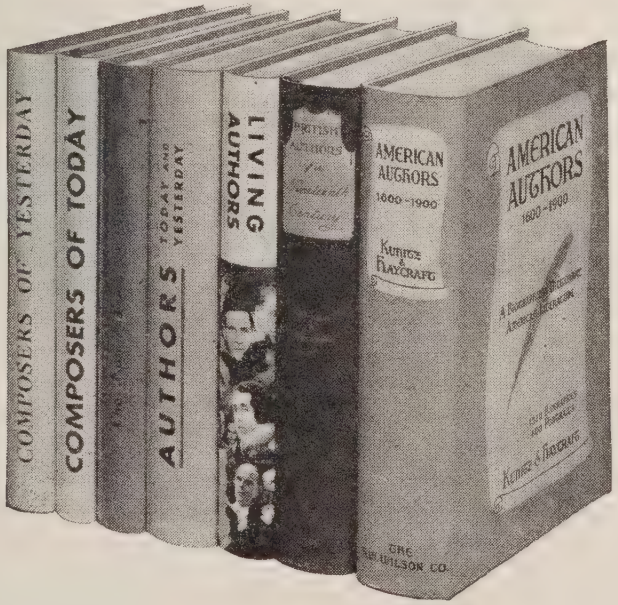

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EDITORIAL COMMENT

THE CAPITAL ACCLAIMS MARIAN ANDERSON

(The remarks below, by the Secretary of the Interior, Harold L. Ickes, in introducing Miss Anderson, were heard by over 75,000 persons, from all walks of life, who had gathered on Easter to hear a brief concert by Marian Anderson from the steps of the Lincoln Memorial, and many other thousands who listened to the nation-wide broadcast of the program. The patience of this orderly crowd was amply rewarded by her magnificent voice which caught and held them in its spell throughout the all-too-short concert. Denied the use of a suitable auditorium, Miss Anderson donated her talent in this open air recital, sponsored by many of the notables of the country including Cabinet Members, Supreme Court Justices, U. S. Senators and Representatives, etc. The beauty of her singing was a perfect match for the combined setting of the Lincoln Memorial, Reflecting Pool, and the Potomac on a sunshiny afternoon. Every Negro boy and girl should take renewed courage in the knowledge that superiority of achievement knows no color of skin; and every teacher should utilize the educational and social implications of this event. This magazine gives thanks to Mr. Ickes and others for their sponsorship; congratulates Washington on its reception; and pays homage to our own Marian Anderson.—EDITOR'S NOTE.)

In this great auditorium under the sky all of us are free. When God gave us this wonderful outdoors and the sun, the moon and the stars, He made no distinction of race or creed or color. And 130 years ago He sent to us one of His truly great in order that he might restore freedom to those from whom we had disregardfully taken it. In carrying out this task, Abraham Lincoln laid down his life, and so it is as appropriate as it is fortunate that today we stand reverently and humbly at the base of this memorial to the great emancipator while glorious tribute is rendered to his memory by a daughter of the race from which he struck the chains of slavery.

Facing us down the Mall beyond the Washington Monument, which we have erected as a symbol of the towering stature and fame of him who founded this Republic, there is rising a memorial to that other great democrat in our short history, Thomas Jefferson, who proclaimed that principle of equality of opportunity which Abraham Lincoln believed in so implicitly and took so seriously. In our own time, too many pay mere lip service to these twin planets in our democratic heaven. There are those, even in this great Capital of our democratic Republic, who are either too timid or too indifferent to lift up the light that Jefferson and Lincoln carried aloft.

Genius, like justice, is blind. For genius has touched with the tip of her wing this woman who, if it had not been for the great mind of Jefferson, if it had not been for the great heart of Lincoln, would not be able to stand among us today a free individual in a free land. Genius draws no color line. She has endowed Marian Anderson with such a voice as lifts any individual above his fellows, as is a matter of exultant pride to any race. And so it is fitting that Marian Anderson should raise her voice in tribute to the noble Lincoln, whom mankind will ever honor.

We are grateful to Miss Marian Anderson for coming here to sing to us today.

"Let us have faith that right makes might; and in that faith let us to the end, dare to do our duty as we understand it."

—Abraham Lincoln.

Extra–Curricular Activities in the Negro College

William H. Martin

Purpose and Definition

This study purports to ascertain in part the status of non-athletic extra-curricula activities in a group of independent[1] Negro colleges. Though many aspects of the organization and administration of extra-curricula activities might have been investigated, this study was concerned primarily with finding answers to the following:

What is the nature and scope of existing extra-curricula programs in Negro colleges?

What steps are being taken in Negro colleges to curricularize extra-curricula activities?

Some colleges recognize extra-curricula activities as an integral part of the curriculum. This point of view is best stated by one catalog which reads as follows: "The College does not bifurcate its curriculum offerings into 'regular' and 'extra'-Curriculum activities." All colleges recognize their value; yet, a second group in so recognizing their value does not deem them significant enough to give credit for participation. A third group may be quoted as denying the existence of extra-curricula activities, but find it difficult to make them implicit in their educational philosophy. Still another tendency is exhibited by the following statement: "Great care is taken to be assured that all activities of the college, both curricula and extra-curricular, are administered in a manner that would assist in Christian thinking and in living the higher, fuller life."

Kinds of Activities:

Investigation revealed a list of activities which fall roughly into the following groups: (1) Language and Literature Activities. (2) Pre-professional and Departmental Clubs. (3) Art Activities. (4) Cooperative Participation in College Government. (5) Social Activities and (6) Honorary Scholarship Organizations.

Language and Literature Activities:

Activities of this nature may be subdivided into: English clubs, emphasizing written English; English clubs, emphasizing spoken English; Language clubs, including French, Spanish and German clubs; and Student Publications. Investigation revealed that there is more than a passive interest in language and literature activities. Debating and dramatics, it was observed, are ranked as the most popular non-athletic activities.

As a general rule it is found that the names of organizations are suggestive of their functions.

[1]The term independent Negro college is here used to include four year colleges which operate under the auspices of private boards, as opposed to those institutions which are state supported.

Two dramatic organizations honor outstanding Negroes, present and past, in this particular field; in one institution the late Richard B. Harrison is honored, while in the other the internationally prominent Paul Robeson's name is used.

Pre-professional and Departmental Clubs:

One of the purposes of the liberal arts college is to give a pre-professional training to its matriculants. In this view courses in biology and chemistry necessary for later professional training in medicine, social science courses preliminary to the study of law, or mathematics or physical science prerequisite to engineering, find place in the college curriculum.[2] It was difficult to determine the extent to which this view is the basis for the organization of departmental and pre-professional clubs, but it is a fact that much enrichment will result from the emphasis which is placed upon these activities. Two of the participating institutions have chapters of national sociological fraternities: one having a chapter of the American Sociological Society; the other has a chapter of the National Social Science fraternity. In respect to membership in these sociological organizations, one institution limits membership to advanced students in the field of sociology; membership to the other is open to advanced students in social sciences who have maintained an honor scholarship average of at least "B".

Of especial significance is the fact that outstanding Negro men of science are honored by clubs which bear their names. Foremost among these are: Carver Science Club and the E. E. Just Biology Club.

Art Activities:

Art activities found in the typical Negro college may be classified as: auditory activities—orchestra, band, choral club, and quartet; and visual activities. By far the greatest emphasis is placed upon the auditory phase of the fine arts. In few institutions a growing interest in the visual arts is in evidence. In connection with visual arts the following account is found in a recent catalog of a Louisiana institution:

"A gift of the Carnegie Corporation places more than eight hundred records of the world's great music at the disposal of the student who may listen to symphony, opera, folk song or chamber music as he desires. A gift by the General Education Board of four hundred photographs of African art makes this permanent collection a source of constant instruction in beauty born of artistic insight in the mis-called Dark continent. . . . The Arts Quarterly magazine devoted to the development of all phases of art activity, is sponsored by the university as the particular voice of the department of drama, music and the fine arts."

In regards to the place of drama the typical Negro college, through its Little Theater, gives the student an outlet for auditory art.

[2]A. A. Douglass: *The American School System,* p. 191. (New York, Farrar and Rinehart, 1934.)

The most unique plan is one which is in force in a Virginia institution. In this particular college, through the Little Theater, valuable training is given in acting, and in directing plays. The organization in question holds membership in the Negro Inter-collegiate Dramatic Association and practices exchanging plays with other member institutions.

Cooperative Participation in College Government:

The democratization of our schools has caused a revival of interest in pupil participation in the government of the school. In the pristine days the George Junior Republic emphasized the desirability of pupil self-government. Recently the connotation of this view has changed to an interpretation which emphasizes pupil participation in the government of the school. That the Negro college is tardy in its recognition of the possible value of cooperative government is shown by the fact that only four out of the twenty-one institutions used for investigation have pupil participation either organized or in process of organization. The practices are discussed briefly in the following statements:

1. In one college the Student Government Association purports: "To represent and further the best interests of the student body; to secure cooperation among the different student organizations; to promote responsibility and loyalty in the student body; to promote fellowship between faculty and students; and to have joint jurisdiction with the administration to promotion and regulation of student activities."
2. In another institution there exists a Student Government Association. Accordingly this Association is to serve as a means of student expression. It is said that it helps to crystalize student opinion and serves as a medium of interchange of opinion between student and faculty.
3. In a third college the student and faculty representatives are organized into ten participation groups and a college council is in process of organization in accordance with one of the participation groups.
4. In the fourth institution, there is in existence a Faculty-Student Assembly which was organized in 1931, and is the outgrowth of student participation on athletic and other committees. In this particular institution according to a statement from the president, "The president appoints the faculty members to various committees. The student chairman and two student representatives appoint the student members of these committees (the same number of students as faculty members composing each committee) . . . The students are given an opportunity to see first hand just how matters are handled, also to participate in a certain manner toward handling same. Being a part of the governing body of the school, it would seem, helps the students to assume a sympathetic attitude toward regulations of the institution and a keener desire to aid in the observance of said regulations."

Religious and Moral Activities:

All the institutions in this investigation are dominated by re-

ligious influence. Therefore, it would be expected that a large amount of emphasis would be placed upon activities in this category. The writer was unable to ascertain the extent to which the religious belief of the sponsoring organization was pushed to the fore in religious activities, but it was found, however, that in a number of the institutions a very liberal attitude obtains, with reference to organized religious activities. The following quotation is typical of this particular trend:

"*X College*[3] is in no sense sectarian and makes no denominational requirements of either its students or faculty. Still in accordance with the ideals and purposes of its founders, it seeks to be positively Christian in Spirit and Policy."

Investigation revealed that the colleges seek religious and moral values through the medium of the Young Men's Christian Association, The Young Women's Christian Association, the Church, and various forms of student leagues which follow closely in name t] youth organization of the organization under whose auspices the college operates. It was also found that mild interest exists in the organization of chapters of the National Association for the Advancement of Colored People.

Social Activities:

It was found that in this particular category there are national Greek letter fraternities, and social clubs. All the national Negro fraternities and sororities were represented in the study. It was revealed that several of the colleges have recently recognized the value of fraternities and sororities and have just begun to allow their existence. Other institutions, and particularly a Mississippi college, have social organizations which the authorities claim hold a similar place in the academic program to fraternities and sororities.

Honorary Scholarship Organizations:

The typical Negro college places high premiums on scholarship. Accordingly, "within the past fifteen years, the Negro college has been rapidly developing socially, culturally, educationally, and intellectually. There has been an increasing emphasis upon scholarship."[4] Most colleges have honor scholarship lists released either quarterly or semestrally according to the division which is made in the academic year. This particular list, as has been shown in a very excellent investigation,[5] forms the basis for the organization of the scholarship organization which, in many instances, is given a name resulting from the manipulation of Greek letters as in the case of the social fraternities.

Tendencies Toward Curricularization

Conflicting Viewpoints:

As has been indicated in divers places in this study, opinions vary

[3]Italics supplied.

[4]George W. Gore, Jr.: "Honor Societies in Negro Colleges." *Quarterly Review of Higher Education Among Negroes*, July, 1937, p. 112.

[5]Ibid.

with reference to the place of these allied or extra-curricular activities. Since, however, conceptions of the curriculum are expanding in meaning, it is becoming more inclusive in scope. With this trend, it is found that there are still those who would perpetuate *status quo*. In this matter, says Fretwell:[6]

"In the older secondary school as well as in the college and university, there tended to be two schools on the same campus. One was made up of courses offered (given) by teachers (professors), which if taken successfully in a certain sequence and in sufficient number, led to graduation. The glee clubs, parties, fraternities, and so on composed the other school. It also included athletics and dramatics. This school . . . was vitally alive in the thinking and especially in the feeling of the pupils."

These two view-points are in evidence, not particularly upon the same campus, but within the group of colleges in this investigation. Since the traditional view is well known to scholars of education, it is the purpose of the following paragraph to show some of the more progressive tendencies:

In an Arkansas college the administration has attempted including extra-curricular activities as an integral part of the courses within the four Divisions of Instruction. The view is expressed as follows:

"The College does not bifurcate its offerings into 'regular' and 'extra' curriculum activities. Emphasis is upon providing an integrated and vital educational environment to the end that each member of its community may be stimulated into that type of growth which will reflect an increasing achievement of moral and spiritual values. . . . There are only 'Curriculum' activities."

A modified tendency toward curricularization is exhibited by a Tennessee college. The program functions as follows:

"It is the purpose of ———— College to provide opportunities for each of its students to become a well balanced individual. Therefore much emphasis is placed upon extra-curricular activities. . . . For each activity in which a student shares each quarter one E.C.A. (Extra-Curricular Activity) point is allowed. . . . Each student must have at least sixty E.C.A. points to qualify for graduation."

Other Progressive Tendencies:

In the study three other institutions stand out as advocates of progressive tendencies. In a college in Texas the administration holds to the following view:

". . . In this respect, no activity in which the student of the college participates is regarded as extra-curricular for every activity which is fostered by the college forms an important part of the student's curriculum."

In an institution in Louisiana an activity period has been scheduled which serves according to statements concerning the plan, to vitalize the life of the institution.

In an Alabama institution the following viewpoint is taken, ac-

[6]E. K. Fretwell: Extra Curricula Activities in Secondary Schools, p. 7., (Boston, Houghton Mifflin Company, 1931.)

cording to a statement made by one of the executives:

"Our own philosophy of education denies the existence of extra-curricular activities, considering the curriculum as consisting of all experiences of the student's life rather than just those ordinarily called academic ones. While our actual practice lags behind our philosophy, we hope that as time goes on to have the work of the college reflect this educational belief."

Limitations of This Study

Admittedly, this study is not exhaustive in scope, for soon after its initiation it was found that this area of investigation has not been considered to any appreciable extent by researchers. Hence, no attempt has been made to ascertain the status of athletics as an extra-curricular activity, nor to penetrate the internal functioning of intricate aspects of the program such as: restrictions placed upon participation; or the aims of the programs. A comparative study to show scholastic standing of participants with students who do not participate in extra-curricular activities would also prove worth while.

Hence, another purpose of this study is to stimulate further investigation in this field of research.

Summary of Findings and Conclusions

1. By an intensive study of the catalogs of these 21 institutions, it was revealed immediately that there is a marked interest in extra-curricula activities; yet, there is a definite need for a careful consideration on the part of administrators in order to find the vital values which are inherent in these activities.

2. Only five out of the twenty-one institutions studied have programs providing for student participation in the government of the school.

3. In general pupil participation in the government of the college is in its infancy.

4. Existing practice is more conservative than the philosophies advanced by the colleges.

5. There is a greater emphasis upon organized language and literature activities than any other non-athletic activity.

6. Two institutions have chapters of national sociological societies.

7. In respect to art activities, more emphasis is placed upon auditory art than the visual arts, the Little Theater being used as an outlet in this respect.

8. Of the institutions which recognize extra-curricular activities as an integral part of the curriculum, only one furnished information as to the manner in which this policy operates.

9. One institution in this investigation requires that a certain number of points be accumulated by candidates for graduation.

10. While not stated directly, the typical Negro college recognizes the value of extra-curricular activities in developing behavior patterns necessary for successful participation in a Democratic society.

11. Four definite tendencies as

to the place of extra-curricular activities were found: (1) recognition as an integral part of the curriculum; (2) recognition of value without giving credit for participation; (3) denying the existence of extra-curricular activities altogether with no definite means of reflecting this belief, at present, in the program; and (4) dividing the curriculum into regular and extra-curricular activities.

12. Available information revealed that one institution divides activities into major and minor activities and restricts participation to the students' earned grade point ratio.

Deanwood Science Room

A science center is of great value in developing science readiness and interest. In the Deanwood School, a science club was organized two years ago under the guidance of two members of the school faculty, Mrs. T. L. Baltimore and Mrs. E. K. Izzard. The children showed great interest in making collections which formed the beginning of our Deanwood Science Room.

A CORNER OF THE SCIENCE ROOM

ONE OF THE EXHIBIT TABLES

There are now collections of stones, shells, bird nests, hornets' nests, mounted insect specimens, mounted pictures, butterfly collections, wild flower collections, and growing plants and flowers. The pupils constructed bulletin boards, bird houses, boxes for display of materials, and boxes in which to keep small live animals. An honor roll is kept of all contributions made each month. Articles of scientific value from current magazines and newspapers are discussed at the Science Club meetings and then displayed in the room. A pupil committee cares for the pets, plants, and the science room.

These collections, observations, reports, and varied activities of the Science Club have served as an inspiration to the other pupils and have encouraged the teachers in this popular field of study.

MRS. T. L. BALTIMORE.

Three Days to Teach

Willye M. King

Every teacher at some time in his career should take a retrospective view of what he has taught or has tried to teach. His influence is so potent, and so far-reaching, until the mere teaching of subject-matter is not all to be hoped for. This year it would be well for each of us to ask: "During the past year what have I taught of most worth? If I had only three days to teach, what would I teach?"

Responsibility of Teachers

The great responsibility of the teaching profession today to the parents who hand over their offspring for instruction and guidance is much greater and much more complicated than at any other time in history. The constant threat of social and political revolution makes the teacher's job more serious and difficult. Our education in a Democracy is being threatened and the "extension to every individual, regardless of birth, class, race, religion or economical status, of opportunity for the fullest development of his capacities" is yet to be realized. For these reasons the teachers of today must be wide-awake, well informed and prepared to steer the educational ship into the long desired harbor.

Today, we as educators and teachers, are accused of attempting to teach too much. "What shall we teach?" has been asked again and again. What education is of the most worth? Curriculums have been discussed, torn apart, revised, put together again, yet there's the ever present problem. Educators are still accused of overloading the curriculums with the "fads and frills" of education, and our present system of education teaches the average child a little of everything "from the essentials of biology to how to make a dress or hammer nails."

With poor salaries, poor school buildings, poor equipment and the constant struggle for self-improvement, no wonder the problem of what to teach will be most vital to the Negro educator for years to come. Because of so many problems peculiar to our youth, the Negro teacher needs a broad cultural background. Because of the conditions existing in our schools and colleges, he will often have to serve in many capacities and teach subject-matter which he himself has never studied. Yes—the Negro teacher must be a "Jack-of-all-trades" and is expected to be a genius in them all. Now, as never before, the Negro teacher is "on the spot" and it is high time that we do some real thinking as to what education is of the most worth to us a minority people.

Helen Keller, Alabama's most distinguished citizen, who has attained high intellectual and spirit-

ual power in spite of her physical handicaps, has set forth in a very interesting essay, "Three Days to See," many striking facts. Miss Keller says: "Most of us, however, take life for granted. When we are buoyant in health, death is all but imaginable. We seldom think of it. The days stretch on in an endless vista. So we go about our petty tasks, hardly aware of our listless attitude toward life. "Oh, the things I should see if I had the power of sight for just three days!"

Miss Keller said that she would devote the first day to all of her friends—animate and inanimate. Her dogs, pictures, books, the beauties of Nature and the simple things of home; the second day would be given to seeing the great works portraying the history of man and nature—the great New York Museum of Art; the third day she would spend in this bustling work-a-day world of the present—in the great city of New York where so many conditions and activities of men are revealed in an ever fascinating panorama as nowhere else.

Perhaps, too many of us who teach take it for granted, going about our task of teaching in a listless and thoughtless manner. Some, perhaps are teaching just to earn a livelihood and others to mark time until they can find other vocations more interesting. No matter what your attitude toward teaching may be, take time out and ask yourself this one question: "If I had only *three days to teach, what would I teach?*"

Teach How to Think

I think I should devote the first half of the first day in thinking and in teaching my students to *think*. Yes—to think deeply. We as a race have been accused of doing little or no thinking and a recent article entitled "Negro Race Has Produced No Great Thinkers" by V. F. Calverton, writer and critic has called forth much criticism favorable and unfavorable in our newspapers. Besides saying the race had produced no great thinkers, the article seemed to state that the educational system which obtains in our colored schools in the South is of the Uncle Tom brand; that our colored schools teach us nothing but self-sacrifice and the satisfaction to be found in fighting for the rights of our oppressed peoples, or about our rightful place in government. Many of our leading Negro writers and speakers are voicing the sentiment that there is "something wrong with a system of education which produces parasites and Uncle Toms," that we need to revise our system of education, to prepare the Negro youth for the hundreds of openings in the new occupational fields and to teach the young Negro how to think in terms of economic security and how to render service to each other. Whether we have or have not produced any great thinkers, perhaps if we all started to thinking much would be accomplished toward racial solidarity. Certainly we would see the advantage of thinking in terms of race cooperation and race appreciation.

Teach Self-Reliance

The second half of the first day I should give to the gospel of self-reliance. Emerson has so well said: "There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse as his portion; that, though the wide universe is full of good, no kernel of nourishing corn can come to him but through his toil bestowed on that plot of ground which is given to him to till. The power which resides in him is new in Nature and none but he knows what that is, what he can do, nor does he know until he has tried."

The young Negro should be made aware of his God-given powers and made to realize that he should rely on himself to work out his own social and economic problems. Too long we have depended on others to provide for us and now that they are so busy providing for their own, we must think for ourselves if we are to survive.

Whenever and wherever the Negro has been given an opportunity for service he has made good. In civil and political affairs, in industry, in education, in time of peace and of war, in spite of handicaps and oppression, he has made marvelous progress. He needs more self-reliance and self-confidence if he is to grasp the present opportunities and succeed in this world struggle for the survival of the fittest. He needs to be taught the lessons of optimism and achievement amid adversity. He should be taught to laugh when he is told that he is inferior, when he is segregated, ostracized, when he is denied an equal chance. If he will stop and consider what he has already achieved in the face of insurmountable odds and disheartening handicaps, he should believe and know that he will continue to survive, to progress and achieve. He can laugh in the face of adversity if he has self-reliance. When a man feels sure of himself he can be in a good humor. Lashed by the whip of the slave master, discriminated against, bribed, beaten, lynched and burned—he has prospered and achieved. The whole world is puzzled at this strange phenomenon. Yet is it so very strange? Yes—I would teach the present generation to laugh in the face of adversity and discouragement, knowing and believing all the time that they will come out on top.

Teach Healthful Living

My second day I would teach the Negro student to think in terms of *health*. If we are to compete successfully with the other races of the world we must be strong physically and mentally. The problem of health among our people is so vast and important that it cannot be fully considered here. Mortality among Negroes has been alarming because of the sordid and unsanitary conditions in which they are forced to live, yet they can do and are doing much to help themselves. Throughout the land there

is an urgent need for more and better trained doctors, dentists and nurses. Our colleges are finally realizing this fact and many are making special efforts to improve the health of their students and faculty members.. The average life span of the Negro man and woman should be and must be increased if he is to accomplish anything worthwhile.

Teach Value of Work and Service

On my third and last day I would attempt to teach the lesson of *work* and *service*. I would try to teach the young Negro that there is dignity and honor in all honest labor, and that all should know how to work and take delight in it. It has been said that work is the salvation of any race. No work is common—it only becomes common when done in a common way. The Negro has always worked. He knows what it is to do menial labor for he has been the cotton picker, the field hand, the hod carrier, the street sweeper, the water-boy and the bootblack. He has made his living by means of these humble jobs, many of which are now denied him. He has thrived, laughed and grown fat on them. Yet today we find many have forsaken the small towns and the farms where one has to till the soil for a living. Too many have deserted the quiet, peaceful farms for the bright lights and cheap glamour of the too crowded cities. The Negro's salvation lies in work —in owning his own land and making a living from it. Liberty is an achievement and not a bequest and if the Negro desires that larger freedom he must struggle toward it and win it through work. Full access to the land and the rewards of tilling it are essential for the emancipation from the serfdom of the share-cropper. Through work and self reliance, the Negro farmer can have the assurance of independence on farms of their own. No man can be free who must bend to the wishes and profits of another for a chance to earn a living from the soil.

Teach Service

My day is fast drawing to a close and there is just time left for the lesson of *service*. How can we best render service to God, to ourselves and our fellowman is a question which I feel deserves much consideration. There are many ways in which this can be done. The Negro has always been rated as a good servant; he has all the qualities necessary for service—patience, faithfulness and docility. He served his master well in the dark days of slavery; he served faithfully in the fiery days of the Revolution; he exhibited his bravery at San Juan Hill; he proved his loyalty and patriotism during the Civil War; he fought and died to help save the world for democracy during the World War. Today he faces a harder and more desperate battle—the struggle for self-preservation, the fight for economic democracy, for opportunities in industrial employment on equal terms with other workers, for the break-

ing down of barriers of discrimination in education, for franchise rights and privileges, for freedom of speech, for the achievement of the Democratic ideals of every self-respecting man.

Self-sacrifice and human service was personified in Booker T. Washington, that immortal educator, whose far-flung command: "Let down your buckets where you are" has challenged thousands to dedicate their lives to service. Many illustrious Negro men and women have served and today are serving, not only the race but humanity at large, in the fields of education, religion, government and culture. We still need more who are willing to go into the by-ways, hedges, slums and rural districts and carry the gospel of health, work, faith and self-reliance.

My third day has drawn to a close and perhaps you do not agree with me on what should be taught if you had only three days to teach. Certainly it is no easy task to decide, yet at least, it will perhaps, cause you to think. Certainly there would be no time for procrastination, nor time for half preparation.

Three days to teach! I would not want to teach the "fads and frills" but that which is of the most worth. Yes—I would attempt to teach my students to think—to think in terms of health, of work, of self-reliance, of faith and of service to God and humanity, hoping that through these important avenues they might be led into that greater freedom and larger emancipation (emancipation from inferiority, from ostracism and discrimination, and from persecution in every walk of life) into that new circle of democracy which will include all racial groups in our land regardless of circumstance or color.

OUR HIKE

(March 22, 1937)

(Group Activity in Creative Work, Grade 7, Crosby-Garfield School, Raleigh, N. C., Miss Lena Hunter, Teacher.)

Today we walked on the roadside,
Passed field and meadow bare,
But the signs of early springtime
Greeted us everywhere.

The buds on the bushes and branches
Of trees, as we passed them by,
Seemed to peep and try to tell us,
"Spring is drawing nigh."

"It is here," cried the birds from the tree tops,
"It came just yesterday,
We'll be happy to have you join us
In a joyous roundelay."

Then the tender blades of the grasses
Said, "Careful, don't tread us down.
We are yet so young and tender
That much of us can't be found."

Very soon when we pass on the roadside,
The meadows will not be bare,
For life from the sun and showers
Will greet us everywhere.

Problem-Project Teaching in Secondary Schools

Alcestia J. Langley

The problem-project method of teaching had its origin in the fact that the informational method of teaching failed to meet all the needs of the pupils from an educational point of view. There is no doubt that the presentation of knowledge to young people from the purely informational standpoint arouses in them a significant desire to know things, but information alone creates in students the tendency to cram rather than to make them think. There are no exceptions to this rule other than for the students who are talented, mature, or well trained. In fact this tendency, according to observers, is resisted by students only in a very few of the courses now taught.

On the other hand, in starting a problem or project, if the pupils are given time to think and study it, and to work it out for themselves with the assistance of the teacher and their classmates, it will give them strong, immediate motives for getting all the information they can that bears on the solution of their problem or the accomplishment of their project. Thus while the pupils are getting information they are also learning how to use the scientific method of collecting facts, of organizing them about a problem in hand, and of using systematized methods of experimenting, reasoning, and drawing conclusions.

With the problem-project method each problem or project becomes automatically a center of logical organization for information gained, just as it does in the case of problems worked out by the farmer, mechanic, doctor, housekeeper, or industrial manager. If this method is artfully used it will accomplish, and impart something of a scientific (democratic and systematic) working method.

CRITERIA FOR PROBLEM-PROJECT TEACHING

I. Objectives of problem-project teaching are the same as those of education:
   1. The fundamental objectives of all teaching should be based on those outlined in "The Cardinal Principles of Education," command of fundamental processes, citizenship, healthy bodies, vocation, worthy home membership, wise use of leisure, ethical character.

II. The teaching spirit should be characterized as follows:
   1. A firm faith that the solution of the problem is worthwhile.
   2. A desire for students to understand more fully the meaning and uses of things leading to the solution of problems.

3. A method of thinking that leads to the most expedient and useful conclusions.

(Teaching that fails to recognize in practice all three of these principles is positively defective for the pupil.)

III. Education should be made more practical for the student:
   1. The pupil should learn by doing.
   2. The pupil should learn by association (correlating the past with the present).
   3. The pupil should learn to respond to worthwhile stimuli.

IV. Project should be carefully selected from problems:
   1. Analyze questions asked by students (most any sane question states a problem).
   2. Select as a problem-project the question that can not be very successfully explained in words.
   3. Select projects that motivate activity, thought, and a desire to know more.
   4. The problem-project should not be limited to any definite field of education. "A project originates in some pupil's questions and not in an adult's logical sequence of ideas. Its implications need not, therefore, be confined like a topic to any arbitrary division of education."

V. Results of successful problem-project teaching:
   1. Should leave the pupils with a well organized mass of useful information.
   2. Should inspire a love for systematized thinking, action, and inquiry.
   3. Should create scientific, self-educating methods of studying on part of students (trial and error).

EARLY CANCER IS CURABLE

One of the major problems of the country at the present time is the alarming death rate from cancer. Since 1920 cancer has jumped from sixth place to second place as a leading cause of death. Statistics reveal that there are approximately 150,000 deaths from cancer yearly. At least one half of these deaths could have been prevented. Important sites of cancer are the breast and womb in women; the mouth, stomach and intestines in men. Danger signals that may mean cancer and should always warrant an immediate visit to a physician are: (1) any persistent lump or thickening, especially of the breast; (2) any irregular bleeding or discharge from any of the body openings; (3) any sore that does not heal, particularly about the tongue, mouth or lips; (4) persistent indigestion, especially when accompanied by distaste for meat; (5) sudden changes in the form or rate of growth of a mole or wart. These are danger signals

which, if heeded immediately, will aid in lowering the high mortality rate from cancer.

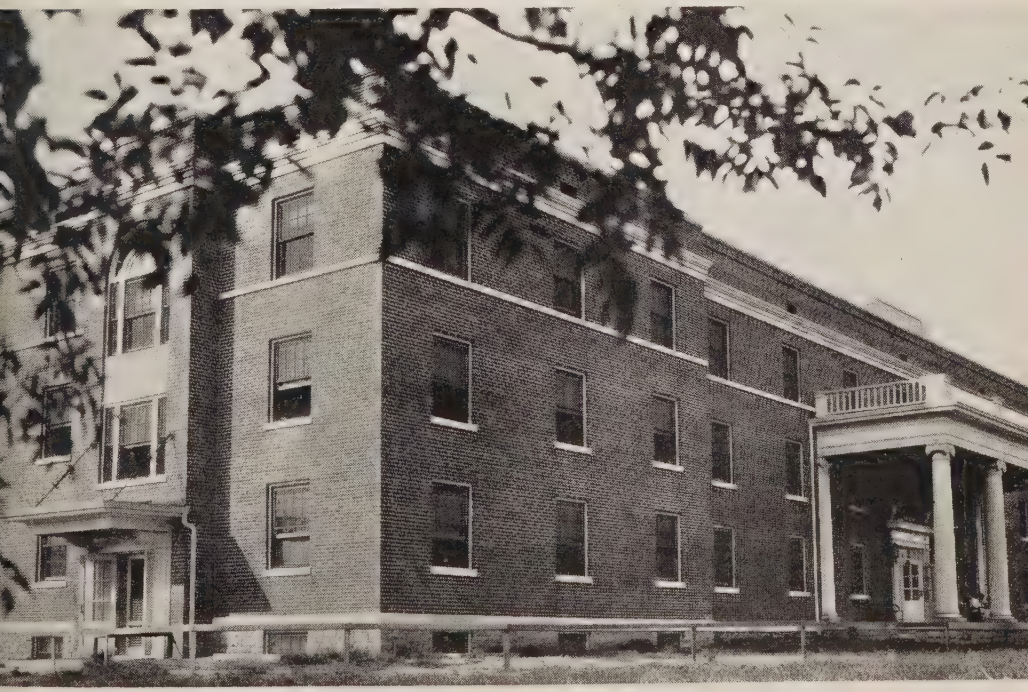
It is fitting, therefore, that April has been set aside as cancer-control month—for it is during this month that strong attempts will be made in every state to make all persons cancer-conscious.

The Women's Field Army (an American society for the control of cancer) which was formed with the express purpose of "Fighting Cancer with Knowledge," is conducting this April Campaign. In their educational program they are stressing the cancer danger signals and the annual complete physical examination. From their headquarters (at 350 Madison Avenue, New York City) they are sending literature and urging subcommittees in states and counties to carry the message to their communities that—*early cancer is curable if treated by a qualified physician with x-ray, radium, or surgery; and that suspicious symptoms are to be evaluated immediately by competent medical advice.*

It is hoped that the readers of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES will take advantage of this wonderful opportunity and play their respective parts in cooperating with this splendid effort.

—ALBERT R. HUGHES, M.D.

NEW MEN'S DORMITORY AT KENTUCKY STATE INDUSTRIAL COLLEGE, FRANKFORT, KENTUCKY. FINANCED BY A PUBLIC WORKS ADMINISTRATION LOAN AND GRANT OF $133,000.



NATIONAL ADVISORY COMMITTEE MEETING

A meeting of the National Advisory Committee on the Education of Negroes was held in Cleveland, Ohio, February 28, 1939, in connection with the Convention of the American Association of School Administrators. This Committee, composed of 24 Negro and white leaders in the field of Negro education from all parts of the country, acts in an advisory capacity to the Office of Education in the prosecution of its program of research in and promotion of Negro education. Many other educational leaders interested in the education of Negroes also attended.

The morning session included a brief talk by John A. Sexson, President of the American Association of School Administrators. Harry A. Jager, Chief of the Occupational Information and Guidance Service, a recently organized division in the Office of Education, gave a brief explanation of its activities. Ambrose Caliver, Senior Specialist in the Education of Negroes, who had charge of the meeting, discussed the recently published Report of the National Survey of Vocational Education and Guidance among Negroes, and explained some of the follow-up steps of the survey. He also made a progress report concerning a survey of higher education among Negroes for which an appropriation has been requested of Congress, and explained a study of the State supervision of schools for Negroes now being prosecuted. Notice was given of a bulletin on statistics of the education of Negroes to be published within a few weeks.

The afternoon session was devoted to a discussion of Standards and Cost of Graduate Work at the Master's level. It was introduced and lead by Arthur J. Klein, Dean of the School of Education of Ohio State University. In view of the present wide-spread interest in the graduate and professional education of Negroes, a consideration of the topic was most opportune, and was designed to assist in clarifying some of the problems involved, and in furnishing guides in their solution.

SUBSCRIPTION CONTEST

LIBERAL CASH AWARDS AND SPECIAL BONUSES

In the May, June, July, 1939

The National Educational Outlook Among Negroes Contest

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American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

COOPERATION BETWEEN THE A. T. A. AND THE OUTLOOK

Last July THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES and the American Teachers Association formally joined hands in a promising and mutually beneficial enterprise. The two organizations agreed to a combination membership and subscription fee of one dollar and a half, of which one dollar was to go to the A. T. A. and fifty cents to the OUTLOOK. This was a reduction of the regular subscription price of the OUTLOOK by fifty per cent. Such a reduction was based on the estimate of about five thousand membership-subscriptions from the A. T. A. It had to be based on mass subscriptions. The margin of safety in the estimate was reduced by the fact that the A. T. A. preempted the field among its membership prospects. They would not be solicited by the OUTLOOK agents because no commissions could be paid. The enterprise was genuinely promising. It offered a new stimulus to increased growth of the A. T. A. through a type of service long needed but not available because of the cost. It also opened up vistas of widely increased services of the OUTLOOK, which is a *service* and not a money-making enterprise. Because, up to the present, the field has not been properly cultivated, the response has been far below expectations. Unless we can greatly increase our memberships within the next two or three months, our cooperative enterprise, which in the beginning promised so much, runs the risk of failure.

The officers are now seeking to present the opportunity of the A. T. A.-OUTLOOK Plan to all state conventions that meet from now until the end of the school year. They solicit the fullest cooperation from officers and members of state associations. Are you willing to do something about it? If so, here is what you can do: (1) See that your own subscription is properly accounted for. (2) Encourage your friends to join the Association. (3) Bring forcibly to the attention of your Educational organizations the opportunity presented in our membership subscription offer. The A. T. A. expects you to help!

HOWARD H. LONG, *Treasurer.*

REORGANIZATION OF THE DISTRICT OF COLUMBIA

The National Coordinating Committee has issued a warning against the Griffenhagen plan of reorganization of the government of the District of Columbia. The plan removes from the Board of Education control over buildings and grounds, over selection and promotion of janitors and clerks, over Community Center activities, and breaks with all current practice in 192 American cities by taking from the Board of Education the authority to qualify, select or to promote teachers. These functions are a part of a well-integrated school system and should be under an autonomous school board. The Griffenhagen streamlines the government but destroys the autonomy of the Negro school system which has existed for nearly three quarters of a century.

Here is a beginning in the wrong direction. It should be stopped in its tracks. Today it is the District singled out for economizing, tomorrow it may be your system. The Coordinating Committee requests you to express your views to your Congressman and Senators, addressing them at the Senate or House of Representatives, Washington, D. C.

The Teacher and Tuberculosis

Howard M. Payne

Much of our past thinking about tuberculosis has been fraught with unconscious horror, with fear of contagion and with hysteria born of ignorance of the conditions under which it develops. This attitude, which is still very prevalent among the members of the lay public, has often resulted in unfairness to those who actually suffer from the disease and has done little good toward its prevention.

Let us look seriously at the disease itself and see what can be added to a teacher's knowledge that will enable her to face the problem of tuberculosis intelligently.

Cause of Tuberculosis

First, it is necessary to know that tuberculosis is a contagious disease caused by minute germs, which are coughed up from the lungs of those who suffer from it. These germs pass from person to person under the intimate conditions of family life, when precautions against contagion are generally relaxed. They may also be transmitted in other circumstances in which intimate personal contact occurs.

Under these conditions the germ is taken into the system where it may cause certain types of disease depending on the individual resistance, upon the number of germs, upon the age of the patient, and upon certain mysterious factors which we cannot calculate. Although the forms of tuberculosis are too numerous to discuss here, we can distinguish between the primary or first infection form commonly seen in children, and the re-infection type with which we are familiar in the adult. Fortunately, the primary or "childhood type" of disease is most frequently, though not invariably, healed spontaneously. This is in direct contrast to the adult type which is malignant in course. Characteristic of the adult type of tuberculosis is the familiar tendency to progress, disable and ultimately to kill.

We can say that any person who has been exposed intimately to tuberculosis is likely to develop the disease. This statement sums up the answer to the question of who may get tuberculosis. Tuberculosis cases in the homes of the community are always the source of new cases.

In modern towns and cities cognizance has been taken of these facts and a program of protection has been devised which is effective when properly applied. These programs generally work in this fashion. When a person is diagnosed as tuberculous all of the persons with whom he lives are examined to detect early signs of disease. To do this the X-ray is invariably employed as no other means of diagnosis is as certain. In children the tuberculin test is often employed in conjunction with the X-ray to point out those who need X-ray examination.

Teacher's Concern

The question of how these facts concern the teacher naturally arises at this point.

First, the teacher should enter her classroom certain that she cannot be the source of tuberculous disease for her young charges. This is so important that many cities now require chest X-rays of applicants to, and graduates from, teacher training institutions, and teaching appointees.

Second, the teacher should teach, as part of her program of health education, the contagious nature of tuberculosis, the symptoms of the disease, and the fact that X-ray examination is necessary to diagnose the disease accurately. These facts along with the elementary health teaching of hand-washing, covering of coughs, and using of individual eating and drinking utensils should be sent home to parents by systematically drilling them into a child's consciousness from his earliest days in school. Literature on these things is always available from health departments and from the local tuberculosis societies. For this reason it is superfluous to recount symptoms and precautions needed against the disease here.

Many teachers ask, in attempting to estimate the importance of tuberculosis in children, what the incidence of the disease is for various ages. This is a question which persons who deal with groups of children should be able to answer intelligently.

Tuberculosis in the dangerous pulmonary form is so seldom important in children at the elementary age-level that its detection may safely be left to the health department system of X-raying contacts of active tuberculosis. However, as children enter puberty at the junior high school and high school age-levels, and as their contacts with adults become more numerous and more difficult to trace, the disease becomes more prevalent. It is then no longer practical to rely on the program of contact examinations to detect disease but it becomes necessary to initiate an active program for case-finding within the school.

Cooperative Procedures

This is generally done by pointing out to the school physician those children who have lost weight, who suffer with coughs and other symptoms. Modern knowledge has taught us, however, that this method of tuberculosis case-finding is inadequate and ineffective. Tuberculosis when found by these methods is hopelessly incurable in many cases and difficult to cure in any case.

Because tuberculosis in the early and easily curable stages is not productive of symptoms or signs, modern communities are beginning to apply a mass-testing method to children at susceptible age levels. By this method children are tested with tuberculin, and those who react to this test are X-rayed to discover the possibility of disease. In this way cases are often found before contagion can take place within the school, and diseased children are sent off to the sanatorium with

bright prospects of an easy and an early cure.

The teacher's interest in tuberculosis, however, should not end when a child is found and sent to the sanatorium. Children diagnosed early and sent to the sanatorium generally return more than ever in need of an education. The teacher has every need to understand that the arrested case of tuberculosis must be managed so that the child can resume a normal educational program as soon as possible. He must also prepare himself for a normal entrance into adult life as a wage earner. Sympathetic management at this stage combined with a carefully considered guidance toward rational self-confidence will do much toward making mental and physical recovery permanent.

Finally, all of us, teachers, parents and physicians must maintain open minds on the subject of tuberculosis. We must question and in many cases abandon time-honored views and opinions concerning it. Above all, we must carry in our minds the thought that education is inextricably concerned with the problem of preventing the disease, and curing and rehabilitating the tuberculosis patient.

The Role of the Extra-Curriculum in the Control of Juvenile Delinquency

Joseph Sandy Himes, Jr.

Social scientists and social workers have made us aware of the influence of economic poverty, poor health, slum housing and physiological handicap in causing juvenile delinquency. This emphasis is both wholesome and sound. It has tended, however, to suggest that remedies must await profound social and economic changes.

Working in and through the physical environment is a non-material environment which is equally potent in the determination of behavior. This is the heritage of behavior patterns, social values, attitudes, moral standards and life philosophies. The social heritage contains dynamic elements which lend themselves to manipulation for the redirection of behavior. Variations in the character of this dynamic content are the chief explanation of the wide differences observed in the conduct of children who grow up in the middle of slum and delinquency areas. It contains the moulds into which behavior of the growing child settles and hardens, and mechanisms for compensating his natural urges for self expression.

The school situation, particularly the extra-curriculum, offers a splendid opportunity for manipulating certain of the dynamic elements in the

child's social heritage. The case of a child who was marginal to two heritages will illustrate this process.

George S—. lived with his father and little sister in an area with considerable juvenile delinquency. His father worked every day and was away from home until late in the evening. After George's mother died, his father attempted to keep house and care for the children himself.

Although George went to school regularly and had a good record in both class work and conduct, his activities were unsupervised after school until his father came home at night. During these unsupervised play hours he fell in with a group of boys who had a long experience in delinquency. They had all appeared many times in the Juvenile Court and had spent time in the Detention Home and the Boys Industrial School. Under pressure from these boys which did violence to George's conception of himself and his role in this group, and lowered his status in their eyes, he became involved with them in a series of petty thefts.

While on probation from the Juvenile Court, he was sent during the summer to live with his grandparents in the country and removed from association with his delinquent friends. Here he developed a series of new interests, overcame much of the feeling of self depreciation given him by his delinquent associates and returned to the city in the autumn with reluctance. He reported to his principal with much pride that he had learned to milk and that milking the cow was his job all summer. When he entered school, teachers and principal applied pressure from another world and began to develop interests and values other than those acquired from his delinquent associates. George had a good mind, according to his principal, and by praising him for good grades and holding out the promise of a place on the student government council as a reward, elicited model conduct and school performance during the whole year. Teachers gave him small responsibilities and tasks and assigned outside reading and work for his spare time. His behavior now was controlled by a set of values different from those in the delinquency tradition, and he sought status and satisfactions and conceived himself and his role in terms of a different heritage from that in which his delinquent associates lived. During his play hours, between school and the time his father arrived home, there were no delinquencies although there was the same lack of supervision.[1]

Although the physical setting of George's life was unchanged, teachers and principal slipped a different social mould over his behavior. New dynamic elements were brought to play upon his natural urges for expression and recognition, and new mechanisms for satisfaction and compensation were put into operation. The outlay of effort and ingenuity on the part of principal and teachers was negligible, although sympathy and insight were, of course, essential. In this process the extra-curriculum became the instrument for extending the school situation across the unsupervised play hours and for redirecting the child's behavior.

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[1] Himes, J. S., Jr., The Negro Delinquent in Columbus, unpublished Ph.D. dissertation, Columbus, Ohio, 1938, p. 212.

FLATS AND ROW HOUSES IN LINCOLN GARDENS, THE GOVERNMENT'S LOW-RENT PROJECT AT EVANSVILLE, INDIANA.

Evansville's Housing Course

WILLIAM E. BEST

Across the street from Lincoln High School, Evansville, Indiana, the United States Housing Authority last summer opened Lincoln Gardens, a low-rent housing project. From among the 191 families who moved into the project come many of the Lincoln students—children of low income families who previously had been compelled to live in sub-standard dwellings with a minimum of conveniences and comforts.

The opening of Lincoln Gardens presented to the Lincoln faculty and to the public school system, a challenge and an opportunity. The Government had made available decent, safe and sanitary shelter at rents within reach of families in the lower economic stratum. To what extent were these new tenants prepared to realize the maximum benefits afforded by the project?

This was the challenge which confronted the Lincoln school. It was also an opportunity. In answer, plans were formulated for correlating the school's curriculum with the new life of the tenants. The project and the school were envisioned as complementary factors in improving living conditions and elevating standards among low-income families.

In making the decision to effect this correlation, the problem arose as to the best methods of attaining this objective. Should a separate course be set up in the problems of public housing? Or should these problems be integrated into the courses in related subject matter? After careful consideration, the faculty committee appointed to develop the program, under the chairmanship of Mr. Charles E. Rochelle, decided upon the latter course.

The committee in collaboration with Mr. Harold Spears, Director of Research and Secondary Education in the Evansville public schools, and with the approval of Superintendent J. Ralph Irons, formulated the course in housing, based upon Lincoln Gardens, in the Spring of 1938. The course was designed to meet the needs, not only of the project residents but of the other students as well, for all of them encounter experiences relating to home conditions which are vital to their physical, mental, social, and economic well-being.

The course, introduced with the opening of school in the Fall of 1938, consists of the following 16 units in which instruction is given along with related subjects in regular courses: History of the Housing Program, Administration of the Lincoln Gardens Project, Learning to Live at Home, Community Relationships, Health Promotion, Disease Prevention, Safety, Recreation, Home Management, Electricity, Plumbing, Refinishing Furniture, Home Mechanics, Science in the Home, Mathematics, Budgeting and Accounting.

Cutting across the existing instructional areas, the course covers a span of four years beginning in the eighth grade and continuing through the eleventh.

There are two objectives of the course as projected here—the social and the technical. Socially, the course aims to develop health and physical fitness, to give instruction in the proper use of leisure time, and to improve social, civic, and domestic relationships. The more technical aspects of the course, namely those in home economics and industrial arts, were designed to be exploratory as well as preparatory to a vocation, and to develop skills.

"This course of study is not an end in itself," a syllabus of the Evansville Public Schools announces, "but is to serve as a guide and an aid for the teachers of Lincoln School in their effort to provide pupil development along the lines outlined here. Field trips should form a definite part of the work, housing conditions to be studied throughout the Lincoln community as well as in the new Federal project. . . . Much of the success of this program depends upon the initiative of the teacher in setting up the proper learning situation — creating interest, providing materials, and working toward definite goals. The traditional curriculum taught in the traditional manner, calls for but little effort on the part of the teacher. Such an innovation as this housing course is a definite challenge to the instructor who is responsible."

The History of the Housing Program has been introduced into the course on Social Studies offered in the 8B Class. This unit proposes to acquaint the pupil with the steps in the development of public housing in the United States and to lay a basis for his appreciation and evaluation of this program. Instruction in this unit aims to teach the history of the slum clearance and low-rent housing program, to point out advantages of the Lincoln Gardens Project and the disadvantages of

the former slum area, and to develop an understanding of the relationship of the local project to the general program.

Activities in connection with the course include a study of police records for a comparison of the number of arrests in the Lincoln Gardens area before and after the completion of the project; the making of a graph showing comparison of rates of rent before the project and afterwards; the compiling of a table indicating the social, economic and health advantages of the project as compared with conditions formerly prevailing on the site; and the recording of interviews with persons now living in the project who formerly lived in sub-standard dwellings on the site.

Other phases of the housing course are similarly developed in related fields, each with a specific purpose and in accordance with a prepared outline of subject matter and activities. In no case has a unit in the course been superimposed upon an already existing offering. Instead, each unit has been developed out of established courses, such development having been nourished by a natural situation.

Active cooperation and support from the beginning of the course have been extended by the United States Housing Authority and local officials. A complete set of blue prints of the Lincoln Gardens project was supplied the school from which industrial art classes constructed a model, building it to scale.

In Evansville, we look upon our housing course as another step in the forward-looking educational policy of Superintendent Irons. Through the medium of this course, numerous activities of a varied educational program are coordinated to effect better home conditions and a better standard of living for individuals and families, and ultimately for the entire community.

TRUE FREEDOM

Emancipated? Friends, are we truly free,
Or, are we o'er-powered by our own bigotry?

Are ideals a part of our daily quest,
Or, are we hampered and hindered by our own carelessness?

Are we drawn by trifles—lured away?
Are we blind to the problems of society today?

Are we rooting our race in soil that is hard?
Are we believers, worshippers, followers of God?

Work hard, black America! There's a place in the sun!
Our task following slavery has only begun!

We can contribute to society ideas that are new,
Thus emancipating ourselves by the thinking we do.

—B. Phillips.

The Cure

Irmogene Bennett

"I wont! I wont! She screamed as she stamped her small feet.

The serenity of the library was shattered. For the past few moments all had been peaceful. I was reading my book. My brother was absorbed in his paper. His wife had just finished writing some letters. When she looked at the clock on the mantel she told her small daughter aged three to put her blocks away and come to bed.

"Come on Darling, it's time for bed." The mother picked up a teddy bear from the floor and stood over her baby persuasively.

The little girl, Gloria, continued placing her blocks. "I dont wanta."

"Come on, Darling," the mother begged.

But Gloria went calmly on with the business at hand. Her short little fat legs were spread wide apart as she lay on the floor half on her side and half on her stomach. Her head rested in the palm of her hand supported by her elbow. "I don't wanta."

Then Joe decided to take a hand. He dropped his paper on the floor, "Come on Gloria, Daddy will go with you, how about it?"

The child flew into a sudden rage, flung her arm with a wide sweep, her little building was torn asunder and blocks flew in several directions. "I wont! I wont!" she screamed as she stamped her small feet.

I looked over the pages of my book at the proceedings. I thought to myself it's a pity they can't see it. While she's tiny they think her tantrums sort of funny. But when she stamps her feet in rage and her six-foot Daddy towers over her with a grin of amusement and obeys, its more pathetic than it is amusing. And sometimes it's downright annoying.

The parents finally dragged their protesting progeny up the stairs each holding to an arm, the scattered blocks forgotten.

And I went back to my reading, as the peace and quiet settled about me, I said to myself, "Well! If this keeps up much longer I shall certainly cease to be the Adoring Aunt."

When I next visited my brother and his family the following year little Gloria had made a glorious change. Before, she was a thoroughly spoiled brat.

Of course any child can be just a little spoiled—or spoiled about only one thing such as going to bed or eating or some little thing like that. But the thoroughly spoiled little person is something to be concerned about. They are little tyrants that usually have tantrums at any and all times, they mind when they want to and disobey when they want

to, cry and whine when crossed and want to boss every one in the family and out of it.

Noting the difference this year I could not wait to find out what happened and how.

We were in the library at just about our same places only Gloria was drawing pictures on a small blackboard. She looked up at the clock and noted her bed time (a half-hour later than last year). "Mummy the long hand is on six. It's time for me to sleep."

She put away her work and she and her mother went up the stairs.

I turned to my brother, "Whew! That was so quiet it's deafening."

Joe let his paper fall to the floor. He turned to me with a smile as he let smoke rings circle before his eyes. "Do you see a difference?"

"I should say I do. What happened and how?"

Joe crossed his legs and began: "Gloria was making herself unpopular with all the little kids in the neighborhood. She had the undivided attention of everyone at home and she wanted it from everyone outside. So I decided to withdraw all this wrong sort of attention and start in a campaign of good wholesome ignoring."

"Seems to me that would be very bewildering to a child who had always been smothered with attention," I pointed out.

"But wholesome ignoring does not mean suddenly withdrawing all signs of interest. It's only the excess of the wrong sort of attention that must be withdrawn. Every child craves some attention. It's a natural desire and very necessary to their development that they be made to feel important in the family, so for this reason they must be treated as intelligent persons."

"As an intelligent person how do you entertain her and what do you do about undesirable behavior? I know she didn't turn perfect suddenly."

Joe was patient with me and my questions.

"No she didn't turn perfect suddenly and she isn't perfect now. I don't know that I expect perfection. We enjoy lot of things together —outside of her behavior—such as the animals at the zoo, the flowers in the park, the building of a bird's nest out in our back yard. Oh, she still gets my interest and attention but it's not so 'personalized,' if you get what I mean. I admire her drawings, answer her questions and talk to her little friends.

"But I don't give her the feeling that I'm watching her all the time. I ignore her undesirable behavior as far as possible and I almost never use 'isolation'."

The baby's mother came down the stairs and joined us. Gloria had had her bedtime story and was snugly tucked in for the night.

"Joe has just been telling me about how he cured Gloria of her tantrums," I said to her.

She walked over and sat on the arm of her husband's chair. She brushed his hair back tenderly with gentle fingers.

"Yes, Gloria is a lovely child, now. We got that effect by warmly approving the things we liked and quietly but firmly disapproving of the things we didn't. And expecting obedience at all times. And . . . We use a little tact . . . Just as you would with a grown person."

TIPS TO TEACHERS

An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.

The Advisory Committee on Education

Recently published staff studies prepared by the research staff of The Advisory Committee on Education appointed by the President of the United States include: *Organization and Administration of Public Education,* by Walter D. Cocking and Charles H. Gilmore (20c), a study to determine the character of the organization and to evaluate the effectiveness of the administration of public education in the various States and local school units; *Principles and Methods of Distributing Federal Aid for Education,* by Paul R. Mort, Eugene S. Lawler and Associates (20c), a study concerned with the development of methods of distributing Federal aid for education appropriate to the purpose of reducing inequalities in educational opportuity without sacrificing advantages of local control; *Educational Activities of the Works Progress Administration,* by Doak S. Campbell, Frederick H. Bair, and Oswald L. Harvey (25c), a study which includes a section on Negro education; *The Extent of Equalization Secured Through State School Funds,* by Newton Edwards and Herman G. Richey (15c), a study to determine the effectiveness of the distributive plans of the different States; and *Vocational Education,* by John Dale Russell and Associates (40c), a study which undertakes to survey in a fairly broad way the whole plan of organization for the federally reimbursed program of vocational education, the outcomes of this service, the needs of the country for occupational preparation, and the manner in which those needs may best be met. Some consideration of vocational education for Negroes is included in the study.

Office of Education

Economic Status of College Alumni, by Walter J. Greenleaf

(Bulletin 1937, No. 10, 25c), an analysis of over 46,000 replies from college alumni who graduated from 31 colleges and universities in the classes of 1928 to 1935, inclusive. A chapter on the alumni of Howard University, the only Negro institution taking part in the study, is included.

A series of leaflets under the general heading "Know Your School" are study outlines for the use of organizations interested in studying their public school system. They cost five cents each. The following outlines have been published; *Know Your Board of Education* (Leaflet No. 47); *Know Your Superintendent* (Leaflet No. 48); *Know Your School Principal* (Leaflet No. 49); and *Know Your Teacher* (Leaflet No. 50).

Advance pages, issued as bulletins, of the Biennial Survey of Education in the United States: 1934-36, recently issued include: *Statistics of Public-School Libraries, 1934-35,* by Emery M. Foster and Edith A. Lathrop (Bulletin 1937, No. 2, 20c); *Statistics of Special Schools and Classes for Exceptional Children,* by Emery M. Foster and Elise H. Martens (Bulletin 1937, No. 2, 20c); and, *A Survey of A Decennium of Education in Countries other than the United States,* by James F. Abel (Bulletin 1937, No. 2, 15c).

New vocational education bulletins of interest are: *Homemaking Education Program for Adults,* by Mary S. Lyle and Rua Van Horn (Vocational Education Bulletin No. 195, 15c), includes a detailed discussion of practices and procedures to be followed in organizing and conducting adult programs in homemaking; *Landscaping the Farmstead,* by W. A. Ross and L. L. Scranton (Vocational Education Bulletin No. 189, 15c), is designed to provide teachers of vocational agriculture with reliable subject-matter, organized in a usable form, which will enable them to offer systematic instruction on specific jobs related to farmstead improvement: *Training for the Police Service,* by O. D. Adams (Vocational Division Bulletin No. 197, 15c); and *Administration of Vocational Rehabilitation* (Vocational Division Bulletin No. 113. Revised 1938, 10c), includes interpretations of the provisions of the Federal Vocational Rehabilitation Act.

Other publications of interest are: *Salary and Education of Rural School Personnel,* Status and Trends, by W. H. Gaumnitz (Pamphlet No. 85, 5c), data for the school year 1934-35. Included are data for Negro teachers; *Development of State Programs for the Certification of Teachers,* by Benjamin W. Frazier (Bulletin 1938, No. 12, 20c); *Education and the Civil Service in New York City,* by Wallace S. Sayre and Milton Mandell (Bulletin 1937, No. 20, 15c); *Government Publications of Use to Teachers of Geography and Science,* compiled by Grace S. Wright (Leaflet No. 31, 10c); and *Bibliography of Research Studies in Education, 1936-1937,* by Ruth A. Gray (Bulletin 1938, No. 5, 35c), includes studies relating to Negroes.

Other Sources

The Open Road, A Teacher's Study Guide for Child, Adult and Community Development in Negro Elementary Schools of Georgia, prepared by a committee under the direction of L. F. Palmer and Helen A. Whiting (Bulletin No. 2A, Division of Negro Education, State Department of Education, Atlanta, Ga., a study guide in the Georgia Program for the Improvement of Instruction in the Public Schools. From the same source has come Bulletin No. 3A, *A Practice Book for Observation and Teaching in Small Rural Schools,* by Helen A. Whiting.

Alcohol in Relation to Traffic Accidents, by Richard L. Holcomb, a study made by the Northwestern University Traffic Safety Institute, Evanston, Ill.

The Negro and the National Youth Administration in Georgia, by William H. Shell (Bulletin No. 13. NYA. Atlanta, Ga.), prepared for the National Conference on the Problems of the Negro and Negro Youth held in Washington under the auspices of the NYA, January 12-15, 1939.

The Story of Cotton Thread, a booklet of information regarding the history and manufacture of cotton threads. It is published by The Spool Cotton Company. Address all requests for free copies to the Educational Bureau, Spool Cotton Company, 350 Fifth Avenue, New York City.

CIVIL SERVICE EXAMINATIONS ANNOUNCED

The United States Civil Service Commission has announced open competitive examinations for the positions listed below.

Instructor of skilled trades. The salary for positions in the Indian Field Service, Department of the Interior, is $1,800 a year; for positions in the Bureau of Prisons, Department of Justice, $2,000 a year. Employment lists will be established in the following optional branches of instruction: Automotive mechanics, blacksmithing and welding, bricklaying, carpentry, electrical work, farm mechanics, industrial arts (including wrought iron and metal work), laundry, machine shop, masonry and plastering, painting and decorating, plastering and cement finishing, plumbing, plumbing and sheet metal work, printing, sheet metal work, shoe rebuilding and art leather work, steam engineering, steamfitting. A mechanical or trades course in a 4-year high school or some other standard high-school course supplemented by certain trade school training, is required; and in addition certain experience in the trade applied for, which must have included or been supplemented by experience in instrucing apprentice or Smith-Hughes trade classes. Applicants must not have passed their 45th birthday. The closing date for receipt of applications from States east of Colorado is April 24; from Colorado and States westward, April 27; from points in Alaska south of the Arctic Circle, August 21; and from points in Alaska north of the Arctic Circle, October 23, 1939.

EDUCATIONAL NEWS AND EVENTS

Equal Pay

The city council of Nashville, Tennessee has voted to adopt the report of its school committee which recommended that provision be made to pay Negro and white teachers equal salaries in the July budget of the school board.

Guggenheim Fellow

Richard Wright, former WPA laborer whose recent book *Uncle Tom's Children* has received wide acclaim, was the only Negro receiving one of the 69 Guggenheim Fellowship awards granted for 1939. The award is $2,500 on which he is to do creative work in writing for a year.

Crochet Championship

The Spool Cotton Company is sponsoring an Educational Crochet Contest. To the winner will go the title "Student Crochet Champion" plus a trip to the New York World's Fair for herself, her mother and her teacher. The contest is for home economics students in school and college sewing classes. In it the teacher judges the notebooks, sent by the company to each contestant, which the students keep of their work. They tell the story of their crocheted fashions, which must be something they can wear. Their mothers also fill out a page in the notebooks. The best book in the class is selected by the teacher and sent to New York for the final judging. There are many other cash prizes in addition to the grand prize. The closing date, originally set for May 22, may be extended to the middle of June, with the prize winners announced in the summer. Entry blanks and further information about this contest can be obtained from the Educational Bureau, Spool Cotton Company, 54 Clark Street, Newark, N. J.

National Music Week

The week of May 7-13 will mark the annual observance of National Music Week. The keynote for the Week will be "Support Group Activities." By writing to C. M. Tremaine at the headquarters of the National Music Week Committee, 30 Rockefeller Plaza, N. Y., music supervisors and teachers may secure material of help in tying up with the observance, and also the 1939 letter of general information and suggestions, prepared as an aid to local chairmen and workers.—*Music Educators Journal,* March 1939.

Early Diagnosis Campaign

The National Tuberculosis Association is conducting its 12th annual Early Diagnosis Campaign during April, in conjunction with its affili-

ated state and local organizations throughout the country. Dr. Kendall Emerson, managing director of the Association is urging a nationwide search for "silent" tuberculosis among apparently healthy persons. He lays particular stress upon the necessity for protecting young persons, especially young women, to whom tuberculosis is still a health problem of dangerous proportions.

Social Science Association

The Association of Social Science Teachers in Negro Colleges held its 4th conference at Bennett College, March 11, with the president, Charles H. Wesley of Howard University, presiding. Some of the persons addressing the conference were Lawrence B. Wilson, Philander Smith College; W. T. Gibbs, North Carolina A & T College; Albert L. Turner, Tuskegee Institute; Ralph J. Bunche, Howard University; Thomas I. Brown, Miner Teachers College; L. P. Jackson, Virginia State College; and Miss Lucille E. Davis, Barber-Scotia Junior College.

Convention Dates

Released in March was Bulletin No. 2 of the Bureau of the Census, "Convention Dates of Negro Organizations: 1939." It contains the dates and places of meeting, and the persons to contact, of 191 Negro organizations convening during the year. Copies may be secured by writing to Joseph R. Houchins, Acting Specialist, Negro Statistics, Bureau of the Census, Department of Commerce, Washington, D. C.

Illiteracy Drive

A drive to teach 100,000 Negro illiterates to read and write was conducted last month in 70 North Carolina counties. Three thousand teachers, helped by the clergy and with radio facilities put at their disposal, were engaged in the effort. The drive was sponsored by the North Carolina Negro Adult Education Council which was appointed by the Governor. Among those active in carrying on the campaign was Mrs. Irma Neal Henry, Consultant on Negro Affairs of the N. C. State WPA, and Chairman of the Public Relations Committee of the Negro Adult Education Council. The campaign had as its goal the enrolling of at least 75 per cent of the illiterates in the established adult education centers.

New Films

Three new Government-produced sound motion pictures are available for non-theatrical distribution in both 16 mm. and 35 mm. sound editions, the United States Film Service, a division of the National Emergency Council, announced last month. Two of them "The River," a 3-reel documentary film dramatizing the Mississippi River, the results of soil erosion, deforestation and flood control; and "Good Neighbors," a 2-reel subject produced by the United States Maritime Commission, depicts the launching of the "Good Neighbor Fleet" of ships which marked the inauguration of east coast service to South America, and includes the voyage of one of the ships together with scenes in the various ports of call, are distributed by the United States Film Service, Washington,

D. C. The third film, "Three Counties Against Syphilis," a 2-reel film made by the U. S. Public Health Service, pictorializes a 3-county syphilis-control experiment in the Southeastern part of the U. S. and is of primary interest to welfare, legislative, medical, and social service groups. Inquiries for this film should be addressed to the Office of Health Education, U. S. Public Health Service, Washington, D. C. While no rental is charged for Government films, borrowers are asked to defray transportation costs to and from the nearest point of shipment.

SCHOOL AND COLLEGE ACTIVITIES

Schools and Colleges are invited to send the magazine items for inclusion in this section.

■ Dr. Sherwood Eddy of New York was the featured speaker at the College Students Christian Conference held at **Shaw University** on April 2. Other speakers on the program of the Conference of 10 North Carolina institutions were President J. W. Seabrook of Fayetteville State Teachers College, Mrs. H. L. McCrory of Johnson C. Smith University, President Nannie Burroughs of the National Training School for Girls, and Miss Velma Presslar of the Southern Baptist Convention.

■ The library compaign for books and cash at **Morgan College** is making good progress. One of the recent contributions was one of $800 from a friend. Dr. Ross Thalheimer has given $500 toward the establishment of The Thalheimer Social Science Collection.

■ **Hampton Institute** has announced a project which will help prepare girls for household employment. In cooperation with the NYA of Virginia, Region 4 of the Farm Security Administration, and the Negro Women's Clubs of Hampton and Newport News, arrangements have been made whereby needy and particularly capable young Negro women from the Hampton Roads area of Virginia will be able to gain work experience and related instruction during residence in Aberdeen Gardens Village, which will equip them specifically to obtain household employment in Virginia.

■ The Thomas F. Holgate Library was dedicated at **Bennett College** on April 16, following a conference of librarians in North Carolina, sponsored by the college in honor of Miss Florence Curtis, director of the Hampton Library School. Dr. Jackson Davis of the General Education Board delivered the principal address. President M. S. Davage of Clark University, represented the Methodist Colleges. The library has been erected and equipped at a cost of $100,000, the gift of the General Education Board, which was matched in endowment by Mr. and Mrs. Henry Pfeiffer of New York City.

■ The **Morehouse College** Glee Club and Orchestra, numbering 58 singers and players, were heard in their annual spring concert on March 31. This year marks the 28th season of this outstanding mu-

sical organization under the direction of Kemper Harreld.

■ Dr. Charles Whitney Gilkey, professor of preaching and dean of the chapel at the University of Chicago, was the speaker at the 58th anniversary of **Spelman College** held on April 11.

■ By an Act of the 1938 General Assembly of the State of Kentucky, the **West Kentucky Vocational Training School** was established at Paducah. M. H. Griffin, formerly in charge of the Russell Junior High and Trades School, in Lexington, was chosen as the first President. In addition to the academic courses, there are offerings in carpentry, auto mechanics, cabinet making, brick masonry, garment servicing and tailoring, electrical contracting, plumbing, beauty culture, and other fields. Over $8,000 has been spent since last September for equipment for these courses.

■ Features of the recent Silver Anniversary of **Southern University** were addresses by Mrs. Franklin D. Roosevelt, and President-Emeritus J. S. Clark. Mrs. Roosevelt came to visit the University upon the invitation of its President, Felton G. Clark. Speakers on programs held during the Founder's Week celebrations included State Superintendent T. H. Harris, State Supervisor A. C. Lewis, President Felton G. Clark, representatives from the student body, Prof. R. C. Reynaud, and Dr. William T. Fontaine.

■ The Tenth Annual Festival of Music and Fine Arts will be held at **Fisk University** on April 21-23. In addition to concerts by the University Choir and the Jubilee Singers there will be a program in commemoration of the life and work of James Weldon Johnson, a play by the Dillard University Players, an art exhibit, and two guest speakers.

DIGESTS AND REVIEWS

IN THE MAGAZINES

Recreation

In the issue for March, Dora E. Dodge pleads for a fair chance to the girls who will be the mothers of the next generation of boys in *One Step Back of the Bad Boy.* "It is safe to say that the majority of homes in most urban communities are mothered by women who have had little education beyond the first year of high school. Yet we expect them to produce children mentally and physically healthy, able to cope with present-day confusing standards, and to develop them into citizens equipped to run the nation. . . . I have become strongly conscious of the fact that few communities give sufficient thought to the needs of girls in congested areas, *while they*

still are young enough to accept training." The writer gives an account of the activities of the Worcester Girls' Club in that direction.

The Negro History Bulletin

The Negro in Art from Africa to America, is the emphasis of the March number, which is replete with pictures of Negro artists and some of their works.

The Social Studies

"The case for the legitimate inclusion of government documents as part of the instructional equipment in the secondary school has never been sufficiently advanced. The teaching profession might well consider itself professionally retarded in regard to the problem of the study of documents and its potentialities in the high school program," writes Dilliard University Librarian, Nathaniel Stewart, in the issue for March. In his article *Government Documents Come of Age,* Librarian Stewart emphasizes the need for training high school youth in the intelligent use of documents.

The Crisis

In the March issue Walter Wilson continues his discussion of the treatment of Negro soldiers during the World War in *Old Jim Crow in Uniform;* James H. Baker, Jr., presents *Art Comes to the People of Harlem.*

The Instructor

The issue for April includes: *A Unit on Birds,* for middle grades, by Doris M. Wright; *A Unit on South America,* for middle and upper grades, by Alma Case Liotta; and the Illustrated Unit of Work, *Life on a Farm,* for primary, middle and upper grades, by Katherine L. Julian.

Education

The March issue is the Science Education Number and is unique in that it consists of contributions by persons active in the science education field. They were invited "to explain—most concisely—their daily duties," and also "to specify the program of training that should be followed by a young teacher who aspires to hold a similar position."

Childhood Education

Developing Art Abilities is the theme of the issue for March. One of its most interesting contributions is *Teaching Music to Young Children,* by Margaret C. Prall, who states that "The individual who is going to teach music to anyone of any age must have in his own mind a very clear conception of what music is as a whole, as well as what branch of the whole subject his pupil wants to know and is best suited to study." Miss Prall discusses Listening Attentively, Thinking With Sounds, and Expressing Emotions as the steps in musical education, and gives the following methods for introducing them: Becoming Acquainted With Sounds, Detecting Differences of Pitch, Developing a Sense of Rhythm, and Learning to Read and Write Music.

Occupations

A valuable feature of the March issue is a symposium on *Youth and Labor,* with William Green, John L. Lewis, Leo Wolman, John J. Collins, and George B. Cutten participating. Also of value is *Occu-*

pational Literature for Pupils Deficient in Reading Ability, by Ruth Kuller.

Mississippi Educational Journal

The Program Issue for March includes the program of the annual session of the Mississippi Association of Teachers in Colored Schools which met in Lanier High School, Jackson, Miss., March 23-25; also *Facing Current Trends in Education,* by James Gooden, and *Music in Closing Exercises of the Rural School,* by Frederick Hall.

The Agricultural Situation

The summary of the March issue states that "A new crop season is under way and farm employment has begun to rise seasonally in the South. Prospects are that acreages of most crops the country over will be held to about 1938 figures, but the basis has been laid for expansion in the livestock industries. January 1 inventory showed an increase in numbers of cattle, sheep, hogs, milk cows, and chickens on farms this year compared with last. Livestock inventory value totaled more than 4.8 billion dollars, largest since 1936. . . . Income from major crops may decline more than seasonally in next few months, increases are expected from fruits, vegetables, and livestock products."

The Child

In the February issue appears *Postgraduate Courses for Negro Physicians in Mississippi,* by Walter H. Maddux, M.D., a paper taken from the report of the medical consultant on the postgraduate courses given in Mississippi under the auspices of the Health Department of the State of Mississippi in cooperation with the Mississippi Surgical and Medical Association. "Fifty-five of the 58 Negro physicians of Mississippi were reached by the postgraduate course in maternal and child care. With few exceptions these physicians are under 45 years of age. They are alert, interested, eager, and aware of health conditions among Negroes within their respective areas. Their medical effectiveness has a creditable relationship to their opportunities and economic competence. The majority of them are graduates of Meharry Medical College. Except for the occasional and extraordinary privilege of listening to a local medical lecture, no opportunity for medical advancement previously had been afforded them within the State."

The Grade Teacher

Included in the April issue are: *A Green Leaf,* a lesson in natural science adaptable to all grades, by C. B. Davis; *The Storm,* a correlation of creative art and nature study, by William V. Winslow; *The Boat Unit,* a description of class activities for primary grades, by Marjorie Waddell; *The Swiss Unit,* suggestions for class activities for intermediate and grammar grades, by Hazel Ott; and *The Golden Rule,* practical lessons in civic and character education for intermediate and upper grades, by Bessie W. Carnegie.

Practical Home Economics

A very valuable article in the March issue is *Illustrative Materials and Suggestions for The Teacher of*

Home Furnishing, by Walter Murray. *C. S. R. A.: An Experiment In Courtesy,* by Mabel Standford, tells of the "Chaffey Social Recovery Act" courtesy program as carried out at Chaffey Union High School, Ontario, California.

The Harvard Educational Review

Here are some excerpts from *Rest,* by Egon E. Kattwinkel, M.D., in the January issue: "It is an unfortunate but none the less accurate observation that the life which is 'successful' today according to the standards of this competitive world makes as a rule little or no provision for rest of spirit, mind, or body. It is the exceptional man who so enjoys his vocation, or has developed such a philosophy as to obtain adequate rest without deliberately laying out a program for the use of leisure time—time probably squeezed with difficulty out of a relentlessly busy life. . . . Inadequate rest in its broadest sense plays a part in the development of numerous physical ailments and probably is the prime etiologic agent in a great many mental diseases. . . . Most of us will agree that unhappiness and discontent are often caused by improper use of leisure time and inability to obtain real rest in a busy daily life. . . . In order to establish adequate rest in daily life we must, first, clearly understand the weakness in the particular daily life in question; second, develop a definite plan of correction; and third, learn practical schemes of securing rest which may finally become established as a habit." *Recent Secondary-School Reading Texts,* by Walter F. Dearborn, Evan R. Collins and Robert L. McCaul, is quite interesting and helpful.

School Activities

Some of the articles of value and interest in the March issue are: *The Emergence of Extra-Curricular Activities,* by Joseph Roemer; *A Student Project in Rating and Promoting Citizenship,* by Lawrence R. Simpson; *Social Activities in an Elementary School,* by J. E. Clettenberg; and *Selecting Next Year's High School Debate Topic,* by C. Stanton Belfour.

California Journal of Secondary Education

The February issue continues the small high school symposium which began in the issue for January with the general title of *Overcoming Problems of a Small School.* L. A. Williams' contribution *Important Writings on the Small High School* gives additional sources for continuing the study of the problems.

The English Journal

Helen Booth's contribution to the March issue, *An Experiment in Leisure Reading,* tells of her experiment with a superior class in VII A English in the Prospect Junior High School, Pittsburgh, Pa. "To be a member in good standing one book a week had to be read. All books had to be chosen from the school library shelves." Students were required to make a brief report on each book read. Methods were taken to check up on the validity of the reports and a general survey was made of the most popular books read by the group. "One in-

teresting thing we noted in the project was that the boys taking part read more books and rated higher on both the reading ability and the literary information tests. They also read books of a more mature level than did the girls."

Journal of Home Economics

Sound and helpful advice is given to home economists in the March issue by Elizabeth A. Rivers in *Preparation for Home Management Consultation with Low - Income Families.* The symposium for the month is *Art and Home Economics.*

Primary Activities

This service periodical for primary teachers is sent free on request to teachers of grades 1, 2, and 3 in graded schools. All subscriptions for the school should be entered in the name of the primary teacher who will receive and distribute each issue. Requests should be sent to The Editor, *Primary Activities,* c/o Scott, Foresman and Company, 623 South Wabash Avenue, Chicago, Ill. Featured in the January issue are *Cold Prevention Belongs in the Health Program* and *Preventing Reading Deficiencies.*

Hygeia

Important articles in the March issue include: *Cutting a Fashionable Figure,* by Mae Kelly, who gives suggestions and exercises for improving the posture; *What Is Your Community Doing for Its Children?* by Harold M. Williams and Eleanor Saltzman who stress the need for the entire community to be concerned about the welfare of its children; and *Speech Training for the Preschool Child,* by Billie Wyer, who gives some valuable suggestions on this subject.

The Journal of Negro Education

The Status of Health and Physical Education for Women in Negro Colleges and Universities, by A. W. Ellis, in the January issue, presents the results of a study of 52 institutions. The writer's conclusions are: "That the status of health and physical education in Negro colleges and universities is, in general, comparatively low. Most of the institutions under consideration have some type of recreational program for women; but only a few colleges have initiated a definitely well-planned program of health and physical education for women. The two-year physical education recreation course offered in most colleges for graduation is generally a routine course, which is not designed to meet physical needs of individual students."

The National Elementary Principal

In the February issue appears *The Training of an Assistant Principal for Executive Responsibilities,* by F. E. Reszke. Principal Reszke presents a list of characteristics of a good assistant principal and a good principal. He also states that "The assistant principal's basic academic training must be broad, with a well-rounded experience in theory, and specialized training along technical lines of educational work. It is also essential that he have several years of educational experience, and that his educational experience be varied between teaching and administrative work. . . . He should have special abilities, the result of specialized training."

Worthwhile is his admonishment to principals: "You will be a better principal if you get parents interested in the school; if you treat your teachers with kindness, sympathy, courtesy, and respect; if you solicit their good will and cooperation; if you praise their good qualities, overlooking some of their shortcomings; if you help them understandingly with their classroom problems. You yourself must be alert and energetic, for your *job,* above all else, is to get things done efficiently."

Opportunity

The Vocational Opportunity and Guidance Issue for March is both timely and worthwhile. The articles include: *Learning to Do by Doing,* by Felton G. Clark; *Want a Job in Housing?* by Robert C. Weaver; *The Plight of 16 to 24,* by George H. Bennett; *Pharmacy as a Career,* by Chauncey I. Cooper, and *New York's Slave Marts,* by LeRoy Jeffries.

The School Executive

Provocative of more than casual attention is Ralph C. Dailard's article in the March issue, *Would the Camel's Back Be Broken by "Effectively Free" Schools?* University of Alabama's assistant professor Dailard states that: "Every American child, regardles of race, residence, or economic status, whose mental and physical ability is such that continued participation in the experiences of the school will be valuable to him and to society, should be given an unhampered opportunity to attend that school. Conditions or factors which keep any such child from remaining in attendance in the public common school prevent the full realization of the ideal of equality of opportunity through education, upon which the public school system of America is founded. Even though tuition charges have been removed and some other services are provided through public funds, the remaining expenditures incident to school attendance are large enough to demand virtually impossible financial sacrifices on the part of families with low incomes." The writer estimates that 1,318,000 children "would have required special financial consideration in Grades 9 through 12 if the public common school had been effectively free in 1935-36." Also estimated is the amount of financial assistance necessary for the education of 742,000 children barred from the secondary schools in 1935-36 because of their economic status.

The Journal of Business Education

Important articles in the March issue include: *Reorganizing the First Course in Bookkeeping,* by Clinton M. File; *What Shall We Do about Written Expression?* by Nellie L. Merrick; *Unit on Newspapers for High School Seniors,* by Julia B. Stewart; and *A Survey of Collegiate Secretarial Training,* by Lydia Sutton.

Child Study

"The Forgotten Father" is the subject of the March issue. Among the worthwhile contributions is *Growing Up With Father,* by Estelle Barnes Clapp, who concludes with "The father can help prepare his child for adolescence,

first, by living close to him from the time he is born; second, by submitting gracefully to a little hero worship; third, by sharing the problems of rearing the child with the mother; fourth, by giving the child a sense of security; and lastly, by sharing experiences with him. Through the absorption of his father's attitudes during all the early impassionable, formative years the child becomes a happier, more mature adolescent."

Industrial Education Magazine

In the March issue appears the contribution by Albert Frederick Siepert: *The Prospective Industrial-Arts Teacher.* Dean Siepert gives some suggestions of factors essential to that teacher's success, and urges school officials to keep their eyes open for students who will make good industrial-arts teachers in the future. He adds that: "The teacher of industrial arts in junior or senior high school should feel a large responsibility in this matter. Among his students there will appear those whose craftsmanship not only delights the teacher and parent, but who take such an active position of leadership in the school as a whole that they should have every opportunity to become interested in teaching as a profession with industrial arts as a field of special consideration."

BOOK REVIEWS

■ *Psychology Applied to Teaching and Learning,* by Coleman R. Griffith. (New York, Farrar and Rinehart, 1939. 650 pp. $2.60.)

Frankly conceding a bias for the "genetic point of view . . . as the proper basis for educational psychology" and a reliance upon a "science of human nature" projected on "a thorough acquaintance with the basic laws and facts about human nature and then an application of the results to schoolroom practices," Griffith proceeds to his task with a vigor and consistency that should prove enlightening not only to the prospective teacher but also to the in-service teacher.

While the captions of the topics under consideration — The Nature of Psychology; The Nature of Education; Facts and Principles of Growth; Maturation and Learning in Growth; The Practical Control of Learning; Habits, Skills, and Postures; Perceiving and Skill in Observation; Ideas, Concepts, and Language; The Development of Attending; The Development of Wanting and Willing; Feeling; Interest and Emotional Action; The Development of Thinking; Personality and Social Attitudes; Personality and the Problems of Adjustment; Adjustments to Individual Differences — might beguile the reader into "steeling" himself against a reiteration of time-worn facts in educational psychology, the progressive treatment afforded many of the trite topics is indeed both stimulating and invigorating.

The failure of the school to take inventory of the educative value and significance of major forms of visual perception, such as sense qualities, position and form, movement, and depth, is etched in rather bold relief through skillful treatment by the author. "Because of changes in our tempos of living and in the types of objects to which we must adjust ourselves," according to Griffith, "special training of judgments of size, position and rates of movement must not be left to trade schools. It is the function of the school to help young people

make an adequate preparation for all the essential contingencies of living.'' This declaration makes it readily apparent that Griffith takes cognizance of the obligation of the school to develop in young people the ability to *live* and *participate* effectively in a contemporary society. More than this, the plea advanced by the author for a proper consideration of these neglected areas in the educative process decries a paucity of experimental evidence in these areas.

The tempo of Griffith's thesis slackens considerably, however, when he engages in a discussion of ideals, attitudes, and interests. The context of these important aspects of human behavior is not made sufficiently definite and clear so as to give the reader some cue as to their nature, significance and realization in a democratic program of education. Particularly disappointing is the discussion apropos interests. More might have been said with respect to the true role that interests must play in education for a democracy. The omission of detailed description of the varying types of interests, i.e., reading, movie, play, vocational, sex, and the like,—especially as they influence educational development—cannot be so easily pardoned.

On the other hand, the contention that ''a part of the arts of teaching and learning should consist of the creation of situations which will incite us to behave in a thoughtful and insightful manner'' gives due emphasis to the primary importance of thinking (and, consequently, education for thinking) in a democratic order. Griffith's accusation, furthermore, that ''we easily slip into a teaching method which takes it for granted that pupils should never find the answers to problems for themselves'' is rather damning, if true! ''The act of creating situations which will lead to an insight or even to the use of logic,'' further avers Griffith, ''takes time and it may often require a high level of cleverness. Parents and teachers have enough trouble, as it is, keeping one step ahead of young people.'' It is in this same vein that one must concur with the author's prophecy that ''the education of the future will . . . be based much more than now on child psychology.''

The assertion is made that the text ''is not heavily loaded with references to the experimental literature. Each of the sections, however, ends with one or more optional readings. . . .'' The validity of this claim, while well-met, at the same time lays it open to criticism inasmuch as certain sections might be adequately documented for the purposes of the careful and critical reader. As a matter of fact, the book displays some unevenness of balance, both in context and reference to experimental data. Nevertheless, despite these shortcomings, *Psychology as Applied to Teaching and Learning* does not belie its title and commends itself to the attention of administrator, teacher, parent, and pupil alike as presaging the advent of more scientific and practicable works in the field of educational psychology which will *actually* facilitate the sponsorship of dynamic teaching-learning activities for functional living in a democracy.

—Reid E. Jackson.

■ *Teaching in the Elementary School*, by Luella Cole (New York, Farrar & Rinehart, Inc., 1939. 518 pp. $2.50).

''. . . I have taken as my point of departure the precise needs of teachers now in service, as revealed through statements made by a total of 1,377 elementary school teachers. These statements tell me what teachers consider their most pressing and critical difficulties, and consequently indicate

what parts of their training should have received more emphasis. . . .'' This extract from the author's Foreword should constantly be kept in mind as this book is read and as teachers discover in it simple and workable solutions to many of their elementary school problems. The book is divided into 5 parts: The Teacher and Her Background; The Teacher and Her Class; The Teacher and Her Subject-Matter; The Teacher's Professional and Social Relationships; and The Teacher at Work. In each part the author has included a wealth of practical material designed to meet ''the precise needs of teachers.'' Short lists of references are included at the ends of the chapters. These are divided into general references and research studies. Teachers should find this book very valuable to read and study carefully for the many helps it will give to them. It is interestingly written and has a style different from that usually found in books of its type. The final chapter, ''The Typical Day of the Typical Teacher,'' should be read by students and parents as well as teachers.

■ *Tell My Horse*, by Zora Neale Hurston (Philadelphia, J. B. Lippincott Company, 1938. 301 pp. $3.00).

This first-hand account of voodoo and life in Haiti and Jamaica is another addition to the works of Miss Hurston, whose inquisitiveness and literary ability have brought to light important and interesting aspects of the culture of Negroes. She spent some time in Haiti and Jamaica; living with the natives; taking part in some of their rites; and never missing an opportunity to ply them with questions. The resultant collection of materials are written in this colorful book. Readers will discover many of the strange and often im-plausible beliefs and customs of these people. They will get an inside view of voodoo rites in which Miss Hurston took part as an initiate. This story of a valiant people is well worth reading. The interesting photographs and the appendant collection of songs of worship to voodoo gods add much to the attractiveness and value of the book.

■ *The Negro, Too, In American History*, by Merl R. Eppse (Nashville, Tenn., National Educational Publishing Company, Inc., 1938. 544 pp. $1.50).

This compendious volume by Tennessee A & I State College's Professor of History, attempts to record the history and progress of the Negro from his African ancestry to the present time. It is a storehouse of information and its comparatively low cost makes it a good buy for those seeking a collection of materials about the Negro. Well illustrated, the volume also includes an appendix of sundry facts and figures.

ARTICLES TO APPEAR IN FORTHCOMING ISSUES

An Experiment in Adult Education.....J. F. Drake

The Need of Special Education and Training for Retarded Children .....Justine Wilkins Greene

Major Health Problems of the Negro in the United States Paul B. Cornely

The Government and Organized Camping Among Negroes (Part II).....W. J. Trent, Jr.

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

15 CENTS MAY, 1939

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EDUCATION AND TRAINING FOR RETARDED CHILDREN

THE NATIONAL
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AMONG NEGROES

Published Monthly, Except July and August, By
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EDITORIAL COMMENT

A MARK OF PROGRESS

YOUNG men and women frequently lean too heavily upon schools and colleges. They assume that an institution of learning will, by some undefined process, transform the human material passing through it. This is a serious error. A school is a passive thing, rather than an active agency. It is a set of opportunities which the student may seize, but the seizing must come from the initiative and will of the student. If the student, like the institution itself, is passive, nothing of consequence happens.

One distinctive mark of a truly educated person is tolerance and broadmindedness. But it is possible to go through school and college without acquiring it. One may get into the habit of accepting new ideas only when they agree with those he already has. If he does this, he will retain all his old prejudices. Furthermore, the old limitations which rendered his opinions narrow and inadequate will remain. This stoppage of development is experienced if one becomes angry and combative when confronted by a set of facts which run counter to the facts or assumed facts with which he is familiar. When one rejects without examination ideas which are disagreeable to him, he is closing his mind to possible growth. One who is quick to impute unworthy motives to those who advance opinions he does not like is showing the marks of narrowness and ignorance rather than those of the educated man.

The man or woman with trained intellect will not throw aside his opinions whenever a new idea is advanced. But neither will he resent the new idea. He will examine it on its merits. He will be adding constantly to his store of facts and opinions, enlarging them, throwing them aside when necessary, or modifying them in the process of assimilating something else. The result is an ever-enriched personality, a tolerant spirit, a widening range of information, a growing competence, loftier altitudes of inspiration. One can frequently test himself quite effectively

to see whether his mental habits tend to promote education and culture. If someone questions the soundness of some cherished conviction of yours, watch for your reaction. Anger and a disposition to question motives are danger signals. A disposition to study the new facts or ideas candidly and honestly may be accepted as an indication that you are acquiring an education.—*The American Observer,* June 20, 1938.

HORSE SENSE

A horse can't pull while kicking.
This fact I merely mention.
And he can't kick while pulling,
Which is my chief contention.

Let's imitate the good old horse
And lead a life that's fitting;
Just pull an honest load, and then
There'll be no time for kicking.

—*Anon.*

SPECIAL PUBLIC EDUCATION ISSUE

The June issue of The National Educational Outlook Among Negroes will have many special features of interest to our readers. One feature will be statements from the State Agents for Negro Education regarding the significant developments in Negro Education in their States. Another will be statements from the presidents of the Negro Land-Grant Colleges about the important developments in their institutions. There will also be a panoramic review of the present status of public education for Negroes. In order that we might include some very recent materials on the subject, this issue will be published a few days later than the regular publication date.

CHANGING YOUR ADDRESS?

If you are planning to be in another location during the month of June, we shall be glad to forward your copy of the magazine to the new address if you will send it to us before June 1. If, in the future, you should change your address, we will appreciate your giving us a month's notice in order that there may be no delays in your receiving copies of the magazine.

Systematic Teaching

M. R. Phillips

Current literature is replete with caustic criticisms of the graduates of our educational institutions. Characteristic criticisms are: Junior high school graduates can't read; Senior high school graduates can't spell; College graduates can't solve the most elementary problems involving fractions; and finally, College freshmen must be taught "How to Study," a procedure which too often means that freshmen must be taught "How to read." Why these criticisms? Is there, in the words of Shakespeare, "Much Ado About Nothing?" To the contrary, the evidence revealed through the most casual analysis of the situation tends to pile up in support of the criticisms advanced. It is being asked therefore, and quite properly so—why are these things true? Many explanations have been ventured—over-crowded curriculums, over-crowded schools, etc.—but the upshot of the whole thing is simply that these fundamental learning products have never been mastered. For twelve or sixteen years individuals have been exposed to a series of lesson-hearings, the procedure of which has been based not upon definite objectives, but upon ground to be covered and exercises to be done.

As a result much of the so-called learning has never emerged above the level of mere dawdling. This is the crux of the whole matter. In order for learning to emerge above this level it must be systematic. Systematic learning makes necessary systematic teaching.

What It Is

Teaching, in order to be systematic, must proceed according to a scientifically established body of principles. The logical first step in systematic teaching is the identification of learning units. Such units exist quite apart from the psychological or mental operations that go to make them up. Systematic teaching demands then, that the teacher formulate and clearly understand definite objectives. The objectives will be determined by the nature of the study; that is, it grows out of the thing to be taught and will be either in the form of an ability, an understanding or an appreciation as contrasted with memory content. Systematic teaching focuses attention not on education but on instruction. In a word it means first, determining the learning products to be mastered—these are the objectives, the target at which we are shooting; second, carefully setting up activities and assimilative material by means of which we can arrive at our definite learning products; and finally centering our teaching directly upon these major objectives.

Contrasted with lesson hearing, systematic teaching means not an assignment of forty or fifty exercises just for the sake of having

them produced, but exercises for the purpose of having certain adaptations emerge that make definite contributions to the establishment of desirable behavior patterns. The teacher's attitude must be: What is my objective? In what respects does this activity contribute to the unit aim?

How It Is Done

With this explanation of the meaning of systematic teaching before us, let us inquire into the characteristic procedure of systematic teaching. The procedure of systematic teaching is not different from that used in other professions where the thing aimed at is "adaptation." The "open sesame" is the *application* of the *mastery formula:* Pretest, teach, test results, adapt procedure, teach and test again to the point of actual mastery. An example of the procedure used by the modiste will serve as an illustration. Miss X wants an evening gown made. A pertinent question is: What style? what shade? To answer these questions adequately requires a preliminary study on the part of the modiste. She begins her study by: (1) taking certain measurements: height, length of arms, bust measure, hip measure, etc.; (2) noting certain physical characteristics: position of waist-line, facial contour, shape of the nose, length of the neck, color of the eyes, hair and shade of complexion. This done she says: "This style, Miss, in orchid, will best express your personality." This is the *Pre-test.* The material is purchased, cut out and basted, and the customer is called in for the first fitting. This corresponds to the *First Teaching.* Certain adaptations must be made—neck cut lower, lines changed, shoulders padded, etc. This is *Testing Results.* The modiste works now on the basis of this information. This corresponds to *Reteaching.* Arrangements are made for the second fitting—and so on until the completed product presents itself in a gorgeous creation that expresses exactly the customer's individuality. This is *Mastery.*

Pre-testing

Systematic teaching calls for exactly the same procedure. The pre-test gives the setting, the necessary background without which systematic teaching could not proceed. (1) The pre-test orients the teacher and gives him ground for intelligent approach to the particular problem before him; (2) it tends to establish in the minds of the pupils a connection between prospective learnings and present attainments; and (3) the pre-test might also reveal the fact that two or three pupils have already acquired the learning product the unit is designed to establish and therefore can be excused from this unit; in rare cases one or two will be found who are not yet ready for the course or series of units. Thus the pre-test is essential. Teachers are prone to take too much for granted. A report card with "passed to 8 B" is all the assurance they need that the entire class is ready and all need alike the units set up for "Intuitive Geometry," "Numerical Trigonometry" or what not. Such an attitude is inexcusable and the

waste that results is appalling.

It might be said that pre-test results are not to be recorded for the purpose of contributing to or subtracting from the pupils' final grade. That is not the purpose of the pre-test. Its purpose is to give the teacher a graphic picture of the nature and extent of her problem in order that she may attack it in an intelligent manner. Suppose the modiste—after her pre-test—had said: "Miss, you are too short, your waist-line is too high, your neck is too fat—in fact your measurements in no way compare with Miss Y's, whose figure is perfect. I am sorry, but I can do nothing for you at present. I'll record your score, which is about 60 per cent. By proper diet you may be able to correct these defects and by and by we can perhaps get a new average." Absurd, isn't it? But even more absurd when applied to teaching.

Teaching

The pre-test is followed by teaching. Not the procedure of asking thought provoking questions or engaging in a "socialized" recitation, but showing how a thing is done, illustrating through a number of illuminating examples, watching the pupil's facial expression for signs of learning, then setting pupils to work on exercises. Much time will be saved if care is taken to choose the proper technique for each type of lesson. Many teachers try to make a science-type lesson out of every lesson. The adaptation sought is understanding. Students are required to analyze everything. Milton's "L'Allegro" and "Il'Penseroso" are dissected to the same extent that problems in percentage are analyzed. It is essential that the teachers adopt the appropriate technique. There is nothing here to reason about. Pure practice calls not for analysis but drill instead.

After teaching, learning products must be tested for. This does not mean that on Friday the teacher is to announce a test for Tuesday. If this is done the cramming that is done renders the results of the test worthless. The object of the test is to reveal to the teacher whether or not the teaching has registered. Just as the modiste modifies procedure after each fitting, so the teacher must study test results carefully before beginning her re-teaching procedures. Just as the modiste fits and refits, cuts here and tucks there until the gown is completed and perfectly adjusted to the figure, so the teacher must teach, test, reteach until mastery is reached or until she finds why it cannot be reached with certain individuals.

Mastery

Teaching to mastery does not mean mastery of performance but mastery of learning. The *mastery concept* recognizes no degrees in mastery. An individual has either mastered the principle of multiplication or he has not. Teachers who attempt to differentiate degrees in mastery confuse a single mastery with a learning product. Ability to read, is confused with other masteries that individuals have acquired, such as ability to interpret and make comparisons as a result of ex-

periences gained through travel. Again, length of time required for mastery has nothing to do with the final objective. Mastery acquired as a result of 2 teachings and 10 exercises is no better than mastery acquired after 5 teachings and 20 exercises. The third member of the equation is *Mastery*, that arrived at, nothing else matters.

So ends our argument on Systematic Teaching.

A Unit in Creative Learning

Pearl E. Minor

Mother's Day was very near, and the children, ever eager to carry something home to the one whom they love so well, had been making gayly decorated cards for mother on "Her Day."

The children's individual tastes and desires had been satisfied to the fullest, as evidenced by the varied color and wide range of design displayed in the cards.

Remembering that the cards they had seen on their field trip to the community gift shop had verses on them, they felt the need immediately for having verses on their cards. They decided to make up their own.

THE PLAN

Literature—Creative Learning

A. General Aims:
  1. Subject Matter:
    a. To enrich the lives of the children by developing a genuine love and feeling for literature.
    b. To provide an opportunity for enjoyment which results from creating something.
  2. Economy of Learning Aim:
    a. To build up a creative background which will remain long after the children cease to write.
  3. Management Aim:
    a. To encourage the children to express their hopes, ideals, aspirations and experiences of their own environment with an attitude of deep concentration, readiness, and respect.

B. Specific Aim:
  To assist the children in make-up appropriate verses for their Mother's Day cards.

C. Motivation:
  The children discussed informally and briefly:
  1. Mother's Day and its meaning. 2. Their previous preparation for Mother's Day. 3. Their plan of today as a further preparation for this special day.

D. Subject Matter:
  1. References:
    a. Hartman & Shumaker—*Creative Expression;* b. Mearns—*Creative Youth;* c. Yoakum & Simpson—*An Introduction to Teaching and Learning.*

JOAN BUNCHE
"A LITTLE MOTHER OF MONROE"

2. Materials:
   a. Pictures of Mothers. b. Mother's Day cards. c. Flowers.
3. Procedure:
   a. Motivated as above.
   b. Children mentioned some familiar poets and their poetry, such as, Dunbar, McBrown, Longfellow, Stevenson.
   c. Opportunity was given for recalling some standards conducive to poetry that one may enjoy, such as, r h y m e, rhythm, story, picture.
   d. While some children made up their individual poems a few others decided to pool their ideas and originated a group poem.
   e. The group poem and several of the individual poems were read to the class. After corrections and suggestions were given the poems were accepted.
4. Assignment:
   Think about your classmates and decide who should represent our room in the Mother's Day Assembly by reciting our poem.
5. Outcomes:
   a. A genuine love for literature.
   b. A pure enjoyment obtained from creating something.
   c. An ability to express their hopes, ideals, aspirations, and experiences of their own environment.
   d. Skill in developing a creative background.

THE GROUP POEM

To Mother

When I was a baby
You held me in your arms.
You kept me calm
And from all harm.

You taught me to walk in
The fresh air and sunlight,
You helped me to say
My prayers at night.

When I grew older and
Went to school
You told me to
Obey the rule.

You helped me to read
And always to look
For the many things
To be found in a book.

Mother, now you are young and fair,
But when you grow old and your hair turns gray,
I will love you always, always, and always.

The Faculty Member as a Cultural Force in the Negro Liberal Arts College

(Excerpts from an address delivered by Pres. D. D. Jones, of Bennett College, before the annual meeting of Association of American Colleges, Louisville, Ky.)

DAVID D. JONES

If we accept the point of view that culture is the total of the activities, customs, and beliefs of any group or nation and that, as Park says, "the attitudes and sentiments, folkways and mores are the warp and woof of that web of understanding we call culture," the importance of having teachers who are a cultural force on a campus is immediately established. How else may the young of our groups and of our nation come to understand and appreciate the culture of a group and determine to perpetuate it unless it is transmitted to them by their elders either in the home or in the school? Into the hands of teachers in our colleges is committed the all-important task of passing on the desirable elements of our civilization, and at the same time they are obligated to work for a "better day." This opportunity gives to all teachers a high responsibility and a place of influence which may well cause us to realize that the place whereon we stand is indeed holy ground.

If the status of the teacher in general is one of high privilege, how much greater is the opportunity and the responsibility of teachers of groups who are disadvantaged? Because Negro college teachers serve such a group, the way of life for them becomes almost an adventure—for not only must they work to understand, appreciate, and pass on the customs and beliefs of the cultural climate in which they and their students live, but they must of necessity seek to integrate their students into the

culture of the country and must work to remove the barriers which their disciples face.

Teachers for Negro colleges are necessarily sought from two sources —first, the Northern colleges of our country and second, from the strictly Negro colleges, most of which are situated in the South. Both of these sources of supply have serious limitations when we remember that we are seeking persons to become cultural forces on our campuses. Let us look at the situation which Negro students often face in our American colleges. Since my own training was secured as an undergraduate and a graduate student in two of the colleges where Negro students have as few of the limitations as we generally face, and since it is now my privilege to serve in a strictly Negro college, I think I can see clearly the lacks which each type of college has in this matter of training teachers of wide appreciation and understanding. There are elements in each situation which work against our becoming as strong a force as we should like to become in perpetuating the culture of our democracy.

Since we can transmit only what we know and understand, it is worthwhile to investigate for a moment the learnings which prospective Negro teachers get in some of our American colleges. To the credit of these colleges be it said that most of them make it possible for all students to be instructed by the great minds of America. Many of us count ourselves blessed to have been students of men whose influences on their campuses and in their world was undoubted. To have been a student of Caleb Winchester, William Heard Kilpatrick, or John Dewey makes one know how great a force for culture a teacher may be. The libraries too and the laboratories for research are open. But there the free flow of culture stops, sometimes from economic reasons but more often because of social reasons. How can one whose whole experience is on the fringe of a social group ever come to know or appreciate the core ideas which give vitality to the thoughts and actions of that group? Seeing only the ephemeral, the uninitiated is likely to mistake what glitters and shows as the substance rather than the shadow of culture.

The other source of supply of teachers for Negro colleges is the strictly Negro college itself. Wissler is authority for the statement that American culture is characterized by mechanical inventions, mass education, and universal suffrage. On our Negro college campuses there are, of necessity, blind spots. For what teacher, however earnest his desire to transmit the culture of our day, can with realism teach that it is characterized by mass education and universal suffrage, when, by and large, these things are so patently denied so many? To be a cultural force in our Negro colleges, faculty members must do an overplus of teaching. They must teach their students what the values of American culture are and how they as a minority group, must adapt themselves to this culture, pending the

time when there shall be in truth a free flow of culture from one group to another.

What does the Negro college do for its students, often unaware? What does separation into classes do for people anyway? It makes for isolation and produces a lack of flexibility for unintegrated groups. At the same time it makes for a less rich life for the community in general. Walls and barriers, either real or imaginary, produce sufficient pressure over a period of time to make segregated groups dull and insensitive. The very nature of this pressure applied constantly and insistently is difficult to overcome. It therefore causes segregated groups to leave the "field of forces" which operate against them. When one tries to resist these "fields of forces," one is often humiliated and embarrassed. It therefore seems more profitable, for the time being at least, for minority and segregated groups to leave those areas where there is pressure and tension. They go to a narrower sphere of activity where there can be freedom—be this freedom ever so limited. It is obvious that with such conditions it is impossible for minority and segregated groups to profit by the total culture of the community.

From the two sources previously mentioned come our teachers who must help our students to catch up the cultural lag which they face, and be it said to their everlasting honor that they are working valiantly with the college administrations to improve the accuracy and enlarge the range and meanings of the perceptions of their students.

The task that lies ahead of us as Negro teachers, is first, to see that we have an understanding of the capacity for expansion of our students—that they are familiar with the activities, customs and beliefs of our day, realizing as Park says that "cultural traits are assimilated only as they are understood, and they are understood only as they are assimilated"; second, that we determine to ever increase the range and accuracy and understanding of our students, keeping in mind the fact that they are members of a larger society; and third, that we work at our tasks in a realistic manner, taking things as they are and working toward the goal of things as we wish them to be.

The School Paper and Tomorrow

WENDELL P. JONES

"The fifth, sixth, and seventh grades decided to have a school paper." So wrote a fifth grade pupil in an article appearing in the first issue of *School Messenger*, a monthly newspaper published by the Woodland Elementary School, Woodland, North Carolina.

Upon hearing their teachers mention the fact that only a very few elementary schools in our county or state had newspapers, the pupils be-

came eager to produce one of their own.

They were called together and the purposes of a school paper were discussed. The duties of members of the staff were explained. In a democratic manner, the students, guided as to parliamentary procedure, elected the members of the staff. A name was chosen and date of publication was set.

The question arose as to how we would publish our paper. One student advised, "We don't have anything to print it on like the real newspaper." The teachers suggested that the school's duplicator be used, and added that the students would write the master copies, prepare the gelatin, assemble and staple the sheets. In short, do everything. That thrilled them.

Work began on the *School Messenger*. The Editor-in-Chief notified the other teachers of the plan and asked their cooperation. An associate editor chose for the subject of her editorial "What Playgrounds Are For." The art editor drew for the front cover a Christmas design of holly and the familiar Christmas tree. A page was given to original poems, another to the works of the joke editor. There were many news items and class reports from the first grade through the seventh. The best of all the material submitted was chosen for the paper.

Master copies were made by the students, who then made copies on the duplicator. The covers were colored with crayons in the art classes. Sheets were assembled and stapled. The first issue of the *School Messenger*—completely a product of the pupils—was ready for issuance. Would that you, dear reader, could have seen the proud and beaming faces of those pupils!

As I, one of the two supervisors of this newspaper project, look back over this first effort, I see reasons why this project should be continued in our rural school and begun in more elementary schools, both rural and urban.

The school newspaper is an unusually good language project. The practice the child gets in writing good articles, in evaluating submitted material, and in proof-reading is of inestimable value.

Too, the other subjects are considered. There is a record of costs to be kept. Good penmanship was needed so that master copies might be neat and legible. Spelling is important. Where expedient covers are painted in art classes.

But the school paper delves deeply into the growth of the child concerned more than by merely aiding him in or attracting him to the formal prescriptions.

Unmistakably, education as we see it today, aims to develop and strengthen the personality of the individual as an individual, and to develop and strengthen him as an integral part of society. The latter aim requires on the part of the child understanding and sympathy.

Here is how the school paper fits into the picture. In his attempt to contribute to his paper—whether through an editorial, a poem, a joke, or news item—he, as an in-

dividual, is making an expression. He thinks independently and endeavors to use his thoughts. Corrections and recastings of his work strengthen him as an individual and he grows.

Closely interwoven in his growth as an individual is his development as an integral part of society. As the time nears for an evaluation of all submitted work, he becomes aware that others are working toward the same goal as he. At this point can be driven home a principle he should use in all his dealings with society—whether school or adult, urban or rural—"use the best available, regardless of whose it is." Usually if a child's poem or editorial is rejected, he can be selected for another contribution—maybe coloring the cover or assembling the sheets. Then and there he begins to feel that in the school-society there is a niche for him. Such concepts so early formed invariably remain after one has left the school and entered the broad expanse of adult society.

For the interests of tomorrow, have a school paper today.

NEW JUNIOR COLLEGE FOR COLORED YOUTH

At the beginning of our fall semester (1938) the Stowe Junior College was opened to all male and female residents of St. Louis under 20½ years of age, and having graduated from an approved high school ranking in the upper two-thirds of their graduating classes.

Registered for the fall semester were 77 boys and 56 girls; for the spring semester, 74 boys and 35 girls. The Junior College curriculum at the present time comprises the program of studies offered during the freshman and sopohomore years in the Stowe Teachers College. In accepting the Teachers College program, a decided advantage is gained by the Junior College student who wishes to transfer his credits to another institution of standard rank. The accreditation of Stowe Teachers College by the American Association of Teachers Colleges provides this advantage.

It is hoped that as the curricula for the Junior College are evolved, provision will be made for a wider range of offerings in courses. It is possible to consider two different philosophies of the Junior College; one which is preparatory and one which is functional-terminal. The preparatory provides background courses of a standard character which prepare students to enter the senior college or professional school; the terminal-functional provides programs of studies which are designed either to guide a student in the choice of some kind of semi-professional field or to enter some specific vocation. Much of the academic work is general and gives the student a socio-civic orientation. The student completing a terminal-functional program is prepared to enter immediately into active community life.

—J. Arthur Turner

The Government and Organized Camping Among Negroes—Part II

W. J. Trent, Jr.

In several demonstration areas throughout the country the National Park Service of the Department of the Interior has developed organized camps for the use of Negro campers.[1] The cost of these facilities has been kept at a very low figure due to the fact that they are designed for use primarily of those in low-income groups who cannot afford the private camping facilities. As the name implies, these camps are by no means designed to satisfy all the camping needs of various groups. They merely demonstrate what can be done with submarginal land and inexpensive camps to meet one of the pressing recreational needs of the day. These camps have been or are being made available by the Federal Government, but it is up to Negro groups to so organize that they can meet the minimum standards required of sponsoring agencies.

BOYS WITH CAMP-MADE POTTERY, CAMP CHOPAWAMSIC

How to Lease Camps

One of the first requirements is that the agencies that apply for lease of these camps must be incorporated. In some instances where there are no incorporated bodies, separate organizations that are interested in camping like the Future Farmers of America, Girl Reserves, Hi-Y Clubs, etc., have joined forces and organized a corporation. This type of organization helps to meet another requirement; i.e., the camps must be leased for the full camping season of ten weeks. There are probably few organizations which are large enough to utilize a camp for that length of time; hence, in these joint organizations the lease for the entire period can be secured, and the camping period can be divided up between the

[1] See W. J. Trent, Jr., "The Government and Organized Camping Among Negroes," —Part I, *The National Educational Outlook Among Negroes*, February, 1938, pp. 23-25.

organizations according to their needs and abilities. While it is an admittedly difficult task to get organizations with diverse interests to come together on a general program of camping, due to their differing emphasis, yet some groups have been eminently successful and are finding that such a cooperative venture serves to better integrate all the groups in a planned program of organized camping.

Filing Application

After an incorporated group has mapped out its plans for camping there are certain procedures that must be followed in filing application. The application blank is secured from the regional office of the National Park Service.[2] The application must be approved by the local camping advisory committee. This group is established by the National Park Service and the State Park Authority in communities which will be served by these recreational demonstration areas. The committee is required to make studies of camping needs in the community for the benefit of the Federal agency, and also to pass on all applications for camping privileges. Such a procedure was designed in an attempt to secure the maximum in keeping with the best interests of the community. It provides the local sanction which is necessary in ventures of this kind. When approval of local groups is secured, the application is forwarded to the regional office with the necessary deposit. Of course, there are technical requirements that must be met also. These have to do with the ability of the group to operate a group camp.

Camping Requirements

In order that these camps be utilized to their fullest in accordance with sound camping practice, certain requirements as to operation and maintenance by the using agencies must be met. These must be agreed to even before the permit is granted. Among the most important requirements are:

(1) The camp must be under the direction of a trained camp director, of at least 25 years of age, who will take full responsibilities for camp's administration.

(2) The staff must include a registered nurse or doctor of medicine operating under a license.

(3) A water front director, who is at least 21 years of age and holds a Senior Red Cross Certificate, must be on the staff of each camp offering swimming, boating, or canoeing.

(4) In children's camps, a minimum of one adult counselor must be provided for every 8 campers.

Other requirements have to do with sanitation, safety, water supply, food, and records. These also must be agreed to before the lease is granted. When the lease is

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[2]Region I, 801 Grace Securities Building, Richmond, Va.
Region II, 300 Keeline Building, Omaha, Nebraska.
Region III, United States Court House, Santa Fe, New Mexico.
Region IV, 601 Sheldon Building, San Francisco, California.
Region I includes Alabama, Georgia, Kentucky, Maine, Maryland, New Hampshire, North Carolina, Pennsylvania, Rhode Island, South Carolina, Tennessee, and Virginia. Region II includes Illinois, Indiana, Michigan, Minnesota, Missouri, North Dakota, South Dakota, and Wyoming. Region III includes New Mexico and Oklahoma. Region IV includes California and Oregon.

signed, then the organization can begin working toward utilizing the camp each season.

Negroes Should Utilize Facilities

It is easily seen that these few camps cannot begin to supply the camping needs. They can, however, serve to stimulate the community and state recreation agencies to further activity in the direction of providing such low-cost facilities for Negroes throughout the South and Southeast. This is the primary purpose of the Recreational Demonstration Area Program of the National Park Service. In such a case then, it is not only important that those interested in camping should organize for the purpose of using existing agencies, but that they organize for the purpose of making their camping needs known to local recreational agencies. This should be extended also to cover all of the recreational needs of Negroes. Recent developments in other areas by the Federal Government, in conjunction with state agencies, make such organizations extremely important.

Within the next few years, as soon as land titles are settled and approved, two national parks and two parkways will be completely developed by the National Park Service in the Southern section of the United States. The parks are the Shenandoah National Park in Virginia, and the Great Smoky Mountains National Park in Tennessee and North Carolina. The parkways are: The Blue Ridge Parkway extending from Roanoke, Va. to the Great Smoky Mountains National Park, and the Natchez Trace Parkway extending from Nashville, Tenn. to Natchez, Miss. In all of these sites, recreational areas are proposed such as picnic grounds, overnight cabins, overlooks, etc. It is important in this connection that groups interested in this phase of the National Park program make plans to utilize these areas and make recommendations as to how best the Negro citizen might be served by these areas. Until and unless extensive studies are made of the relationship of the Negro to all these recreational areas, states and communities will not provide equitably for the Negro citizens. The Federal agencies are attempting through the Recreational Demonstration Area Program, National Parks, and recreational studies, to stimulate interest in and show the need for recreational facilities for all citizens regardless of color. It is up to the local group of interested Negroes not only to organize for some specific project but also to effect an organization that will supplement the work of the Government and provide the necessary local pressure so that Negroes, who comprise a large percentage of the low-income groups, will have adequate recreational facilities. Recent state studies show that to date the Negro has been generally left out. This should be remedied through cooperative activity on the part of the Federal Government, the states, and Negro organizations.

Let's go hand in hand, not one before another.—*Shakespeare.*

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

A MID-YEAR CHECK

At the last annual convention of the A.T.A. at Tuskegee, several engagements were undertaken by the Association upon the recommendation of the trustees, the executive committee, or upon conferences following legislation proposed at an earlier session of the convention. Among these engagements may be mentioned a few which are of great importance to the future welfare of the national body.

The Constitution

In the first place, there was sharp disagreement among members concerning the accuracy of the copy of the constitution that was adopted at the convention in Philadelphia in 1936, and ordered to be edited and ready for use as the instrument under which the Association should operate at the Tuskegee meeting. Indeed the differences of opinion were so sharp that the body finally voted instructions to the incoming administration to appoint a committee for the purpose of examining the copy submitted at that meeting, and making such corrections as were necessary to bring it in line with the provisions adopted in Philadelphia.

Outlook Arrangement

In the second place, upon the recommendation of the trustees, subsequently modified in conference, the Association voted to effect an arrangement with the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES whereby that educational magazine should serve as the official publication of the A.T.A., thus making it possible for the members of the Association to keep in touch with the national organization and at the same time to have the privilege of reading an educational publication of distinctive merit. To that end the annual dues of the Association were advanced to one dollar and fifty cents, which would include both membership in the Association and subscription to THE NATIONAL EDUCATIONAL OUTLOOK.

Furthermore, it was pointed out at the time when this arrangement was adopted that the members of the Association would be receiving the magazine at a figure just one-half of the cost to general subscribers who were not members of the A.T.A. The management of the magazine in this arrangement therefore, made a significant gesture and sacrifice in order to promote the welfare of the Association; for there was little doubt at

the time that this arrangement would result in greatly increased membership in the A.T.A., and an appreciable increase in the circulation of the magazine.

N.A.A.C.P. Assistance

In the third place, the Association voted to appropriate ten cents of every membership fee to the N.A.A.C.P., in order to assist that organization in prosecuting its national program of equalization of educational opportunities; the first step of which is making effective in all sections of the country the policy of equal pay for equal preparation, service and efficiency.

The meeting at Tuskegee might well be evaluated as a planned attempt to put into operation the broader program of the A.T.A., so heartily endorsed at the annual convention of the previous year, for the purpose of giving greater effectiveness to the service the Association is trying to render the teachers of Negro children.

A Check-Up

Now, more than half of the year has passed since the Tuskegee convention closed. During that time these policies are assumed to have been in process of operation. One would judge it good administrative procedure, we should think, to check-up on the results derived from working under these arrangements to the end that their effectiveness as instruments for the achievement of the ends sought might be at least forecast, and that further, such results may be secured through faithful follow-up, where necessary, as will satisfy the national body when it convenes in the next annual convention at Atlantic City next July. We shall attempt to present briefly such facts as are pertinent to giving a correct estimate of the success achieved up to the present in each of these engagements, and the outlook as far as it can be determined by the results thus far obtained.

The problem of determining the exact meaning of the constitution as it was adopted at the Philadelphia meeting has been under discussion at the meetings of the Executive Committee. The chairman of a sub-committee selected for the purpose has been appointed. The copy under fire at the Tuskegee meeting is in his hands. Such data as are available from the sessions in Philadelphia bearing upon the discussions that preceded its adoption are being put into the hands of the committee. It seems reasonable to state without any reservations therefore, that a complete and satisfactory report on the constitution will be ready for the next annual convention at Atlantic City.

It is with genuine regret, however, that we are unable to report a result quite so satisfactory in connection with the arrangement made with The National Educational Outlook Among Negroes, to serve as the official publication of the A.T.A. For, despite the fact that shortly after the closing of the session, letters went forth to the Presidents of State Associations, to Regional Vice-Presidents, to College Presidents, and in

some cases to other representatives of educational bodies, the results have been far from what had been the hope of the Association in effecting this arrangement. The editorial representative of the magazine was invited to be present at the last meeting of the Executive Committee in order that an accurate statement of the present status of that policy might be secured. He left no doubt in the minds of the members of the Committee concerning the disappointment of the management of the magazine at the results obtained so far, and made evident to them that some very definite steps should be taken to secure increased use of this unusual opportunity that has been provided for members of the Association.

Among the methods suggested to stimulate wide interest among teachers in joining the A.T.A. was that of sending out to the State Associations, whose annual meetings would occur during the months of April and May, a brief reprint of a special message setting forth reasons why every teacher of Negro children should join the Association. This procedure was undertaken, and it is sincerely hoped that this message will advance materially the number of teachers taking advantage of this opportunity.

This special action, however, does not even promise to meet the need of those teachers whose State Associations have already met, and who have not been influenced during those meetings to join the national body. The hope of the convention, as expressed at Tuskegee, and the opinion of members from a large number of States was that, this arrangement would result in greatly increased enrollment in the American Teachers Association. Besides the fine showing made by West Virginia, Alabama, Maryland, and D. C., it was believed that many other States would also swell the ranks' membership.

One has but to remind himself of the fact that a number of states have a large enrollment of teachers of Negro children, and that every teacher in those states owes it to himself, to the children whom he teaches from day to day, and to the welfare of his state and nation, to be identified with the A.T.A., in order that he may contribute more effectively in helping the association realize its program of nation-wide equalization of educational opportunities. Virginia, Kentucky, North Carolina, South Carolina, Georgia, Mississippi, Louisiana, Florida and Texas should have representation in the association to a number exceeding ten thousand. The added strength, influence and power derived from such an increase in numbers would unquestionably hasten the realization of the program to which the Association is pledged.

Then too, it is not quite clear, why the thousands of men and women consecrated to the sacred task of education, have not hastened to join the Association in order that they might enjoy at a reduced cost the privilege of having at their disposal, month by month, the excellent professional literature that appears in The National Educational Outlook Among Negroes. The material appearing in this magazine is worth more than the total cost of membership, including the publication. One hesitates to con-

clude that the reaction of the rank and file of educational workers would be one of indifference if the importance of taking advantage of this opportunity is adequately emphasized by those in positions of leadership and influence.

It is for this reason, therefore, that an additional appeal is now being made to Presidents and Secretaries of State and local Associations to make every possible effort to increase at once the number of memberships from their respective bodies in the A.T.A. to the end that this arrangement with The National Educational Outlook Among Negroes, so essential to the welfare of the Association in its effort to carry forward the program of equalization of educational opportunities may be continued. Such an arrangement can be continued only if the size of memberships justifies it.

If, however, the two pieces of legislation already discussed should be disregarded, the third proposition of the Tuskegee convention should have been a sufficient reason for inducing every teacher of Negro children in the United States to join the American Teachers Association. Any organization that earmarks a part of its income to the N.A.A.C.P. for the express purpose of aiding in its effort to carry through the program of the equalization of educational opportunity and specifically as the first step in that program, equal pay of all teachers for equal service, deserves the immediate enthusiastic, and consistent support of every Negro teacher. An enlightened self-interest, a broader interest in the welfare of other teachers, interest in the future provisions for the education of our children, a determination that democracy in matters educational shall be translated from theory into practice, would of necessity constrain each of us to become active members in the American Teachers Association which, with the indispensible aid of the N.A.A.C.P. has embarked upon this nation-wide program.

A Challenge

It is sincerely hoped that when the annual convention is called to order at the end of July, in Atlantic City, the gratifying announcement can be made of an epochal increase in the membership of the American Teachers Association. This challenge may prove to be the acid test of professional progressiveness, genuine racial loyalty and devotion, and worthwhile intelligent patriotism.

Carrington L. Davis.

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

An Experiment in Adult Education

J. F. Drake

The adult education program described in this article is perhaps unique in that it represents a cooperative program between a federal agency, three county boards of education, and a Negro State Institution.

A Cooperative Program

The program had its conception in the desire of the Tennessee Valley Authority to make use of existing school agencies and facilities in carrying out its training program. This program located in North Alabama was designed primarily for employees working on the Guntersville Dam and in the Reservoir Clearance Area, in those sections to be affected by the artificial lake created by the impounded waters from the completed dam. The participating parties in the planning of the program were representatives of the training section of the Tennessee Valley Authority, the Superintendents of Education of Madison, Jackson, and Marshall Counties, and representatives of the State Agricultural and Mechanical Institute, the Negro Land-Grant College located four miles north of Huntsville, Ala., near the heart of the Tennessee Valley region. In 1937, a joint agreement was drawn up between these representatives in which the college agreed to direct and supervise the adult education program among Negro employees of the Authority and members of their respective families. The contract specified that:

"(1) The Agricultural and Mechanical Institute agrees to provide for Negro employees of the Tennessee Valley Authority who reside in or are engaged upon projects in Marshall, Jackson, and Madison Counties, Alabama, a program of job training and general adult education including recreation. This program shall include training in home carpentry, farm mechanics, general trade knowledge, general academic instruction, instruction in health, citizenship, and visual education.

"(2) That school boards, from funds provided by the Tennessee Valley Authority, shall reimburse the Agricultural and Mechanical Institute for all expenditures and commitments made in carrying out such a program."

Trade classes for men living in the dormitory at Guntersville Dam were taught by an instructor in carpentry from the college, assisted by a T.V.A. employee. A wood shop, equipped with power machinery and supplemented by hand tools, was made available for these classes. The employees were divided into groups for instructional purposes according to the hours in which they were not engaged on their regular jobs. The use of hand tools, simple carpentry, and cabinet making were taught.

The recreational and general education program was conducted by a student interne, a graduate of Clark University with a Master's degree

from Atlanta University, employed for a period of three months. A small community house containing a classroom, library, an assembly room, and a games room, equipped with a radio, books, and various games was the center for these activities.

General Community Benefits

The program in the city of Huntsville, although planned primarily for T.V.A. employees and members of their families, was also made available to the general community. A second interne from the graduate school of Fisk University was employed for a three-month period to organize and supervise various activities. Through the cooperation of the City Board of Education, a room was made available in the high school building and equipped with reading tables, chairs, books, and a radio. This room became the center for forum discussions and reading purposes for T.V.A. employees and the general community. As the program developed, a second room was equipped with suitable furniture and necessary games and equipment for recreational purposes.

Interest in the program was stimulated through the cooperation of the Ministers Alliance and a group of interested citizens. Joining with T.V.A. workers, these representatives formed a Community Council which accepted as its first objective a program for the improvement of recreational facilities for Negroes in Huntsville. It was evident that a permanent community center and a playground represented the primary needs. A committee was appointed

FLOORING A PORCH

to confer with members of the City Council of Huntsville with reference to the possibility of securing a site for the playground, and to secure funds for a community building. (The Council has not been successful in securing funds for the community building, but has been able to secure a site for the playground and a swimming pool.)

Interest in Self-development

A growing interest of adults and youths in recreational reading, dramatics, and games required additional supervision which was made possible through the Department of Public Welfare. Classes in general education, including instruction in the conventional subjects, were taught by the student interne and by the principal of the Negro high school in whose building the program was being conducted.

In planning the program for the second year, it was apparent that the work required more direct supervision than the school could provide with its existing staff. To meet this situation, a full-time worker, a

graduate of Kentucky State College with several years experience with the T.V.A. program, was employed by the college under the title "Director of Community Activities." His salary is provided through the County Board of Education of Madison County with funds made available by the T.V.A. The program in Huntsville was expanded to include classes in janitorial training for men, and classes in food preparation and serving, and classes in sewing for women. There was also an increase in the number of classes

MATTRESS MAKING

in general education and a program of recreation including dramatics and moving pictures was promoted. On the campus of the college, classes were conducted in tailoring, cleaning and pressing, and in typewriting and business practices. Another phase of the program which proved popular was a community choir composed of members of the various church choirs in Huntsville, meeting once a week under the supervision of the director of the musical program of the college.

Student Internes Assist

The work of the student internes proved one of the most interesting and novel features of the entire program. During the latter part of the second year, the entire program of recreation and general education for the men living in the dormitory on the reservation was given over to the interne, a graduate of the State Agricultural and Mechanical Institute. This interne is still employed, and is conducting a stimulating program. In the reservoir clearance area near Scottsboro, Ala., where a large number of men from rural communities was employed during the summer and fall of 1938, two internes (a man and a woman) were sent to work for a period of six months. The young man, working among the male adult population, emphasized projects relating to gardening, house repairing, school house repairing, improvement of school grounds, recreation, and general education. Among the women, mattress making, home improvement and canning in addition to classes

MAKING A CLOTHES CABINET

in general education were emphasized by the interne. These internes traveled through the various communities by train and automobile, organized community improvement clubs, worked with housewives in the home, and with groups of young people in the schools and rural churches. Evidence of their work can now be seen from the improvement of school buildings, grading, landscaping, poultry projects which were started in several communities, and sanitary toilets which were constructed in several rural schools and at several homes. Perhaps the greatest weakness of this entire program was the short time allotted to these internes for their work.

Permanent Values

As the construction work on the Guntersville Dam draws near completion, the educational program continues under the immediate supervision of the Director of Community Activities. A short time before the program closed in the reservoir clearance area, a Jeanes Supervisor was employed in Jackson County, and many of the projects begun by the student interne have been taken over by this worker. The Director of Community Activities continues to make visits to these rural areas in an effort to stimulate the projects begun by the student internes.

In the city of Huntsville, local authorities in cooperation with the State Department of Vocational Education have taken over several phases of the program initiated under the cooperative scheme. Classes in home nursing, household care, meal planning, care of the sick, and janitorial training, tailoring, cleaning and pressing are now being sponsored under the Smith-Hughes Program. It seems conservative to infer that the cooperative adult program mentioned in this article has served to stimulate interest in adult education in this area, and to call the attention of local authorities to the imperative need for continuation education among a large group of the Negro population.

Education and Training for Retarded Children

JUSTINE WILKES GREENE

Children can only be happy in their school life when placed in classes or groups where they may compete on equal terms with other members of the group. The establishment of such desirable situations has been greatly facilitated with the introduction of psychological tests which make it possible to weed out those veering from the average. This aid has been of untold value in assisting us to make more adequate adjustments for the less fortunate mental cases by placing them in special classes or groups designated as atypical. Here they may work

on their own level, along with others of the same mental calibre, and find a true basis for the competitive spirit they desire. This is necessary to develop them into capable citizens worthy of making a definite, though small, contribution to their community and the nation rather than becoming social liabilities.

Differentiation

It is a well known fact that there is a great variability among human beings. Although we accept the theory that, "All men are created free and equal," we find a marked inequality among men. Most children are about normal in respect to intelligence, with a few falling so low on the continuous scale of ability that they seem incapable of learning and are called idiots and imbeciles. Then, there are the less retarded who may merge into the normal group whom we call morons and who are of interest to us in this discussion. Their I Q's indicate that they are unable to develop or fit into the average class groups, and they must, therefore, have a different and a special type of training and education.

The atypical school provides for the needs of this group. Within its special classes the retarded are given basic academic training best adapted to their level of learning. The creation or development of desirable work habits through the use of concrete materials is stressed.

Most of these children learn to read, but they acquire this art with some difficulty. They are usually weak in composition and are most deficient in the mechanics of punctuation and sentence structure. However, we find them exhibiting an unusually superior ability in penmanship. In many instances it is outstandingly beautiful. This, we recognize as due to the motor-habit nature of the work, formed through drill. In such instances, repetition approximates perfection and makes little or no demands upon the intellect.

Their greatest opportunity lies in the chance for them to get handicraft and vocational work. Nothing will better train or discipline them. Backward in the regular school work of dealing with abstract academic matter, they find success within their natural spheres. Theirs is not a deficiency in quantity as much as in quality, and must be met through proper and adequate adjustment of the curriculum.

Administration's Concern

The need for differentiation of curricula is obvious, and it is the duty and responsibility of the administration to see that such children are properly cared for when they enter school. Occupational adjustment is the principal aim to be considered by the administration in solving this problem. The years the retarded children spend in the classroom should furnish the foundation upon which they can build their future hopes. Such training will teach them how they may compensate for their limitations through a service well rendered in a field from which their handicaps do not exclude them.

The adaptation of these children to fit into their communities is also of vital concern to the administration. If we hope to make good citi-

zens, and industrially capable individuals of these retarded children, we must provide them with the opportunities to give expression to their talents and to develop a contented mind and spirit. With such provisions in the nature of special methods and facilities for this training and education, there is little likelihood of their becoming a menace or a social liability to their communities and the Nation.

"America's Most Unusual Young Man"

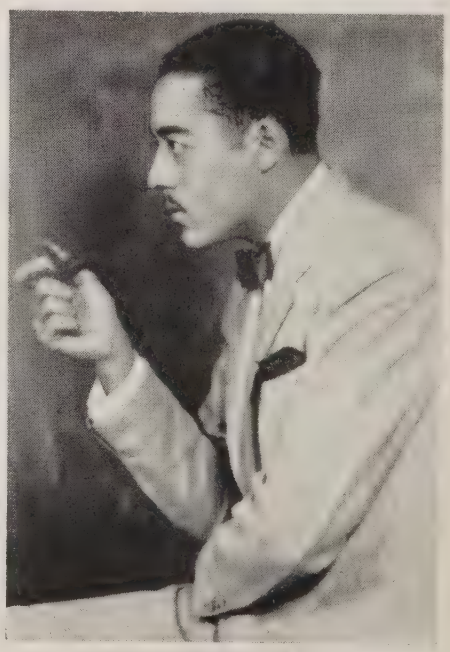
(*This story of the success of Fetaque Sanders, achieved by years of intelligent and constant application, has value for those seeking to make careers for themselves, as well as for those acting in advisory and guidance capacities. Editor's note.*)

Fetaque Sanders, a young man of 23, who has won national fame with what he modestly refers to as an overgrown hobby—magic—was born in Nashville, Tennessee. At the present time he is kept very busy giving performances in the schools and colleges of most of the southern states. His "success" story is best told by himself.

"Many people feel that because my one-man institution has been successful, I am unusual. As a child my interests were ordinary. Like other boys about ten years of age, I was naturally imaginative, curious, adventurous and enjoyed fun, games and sports that employed manual skill. The difference in my case, I believe, was that I had a desire to *sell* my interest.

"In spite of the fact that I was the only child, I desired the companionship of other boys, usually older than myself. To overcome being made the runt of the group I found that by performing tricks from a 25-cent magic set they realized that I knew something that they didn't. It was not long before I was prompted to give a real show in one of the gang's coal houses and charge the kids two cents admission. They liked my show and wanted to see more, so I had to learn more tricks.

"On my thirteenth birthday I had studied all the books and magazines,



FETAQUE SANDERS

available in the public library, containing information about the magician's art. This study was fascinating—I felt like Aladdin who had come into possession of a magic lamp. I was in another world and knew psychological secrets that had baffled the best trained minds.

"Having learned how many tricks were done, next came the problem to do them. Not having a tutor I was forced to interpret the instructions alone. I did not have wealthy and indulgent parents to give me a few thousand dollars to invest in showy apparatus that relied upon ingeniously concealed mechanical and electrical devices, so sleight-of-hand became my specialty. Each trick required an average of about two months of constant practice.

"At fifteen years of age the major interest in my magical development changed from that of a sport to an art. The important thing was to select my best tricks and arrange them so as to produce an effective program and add tricks that suited my personality.

"When the Chicago World's Fair opened I was 18, and was proud of my scrapbook containing letters of commendation testifying that my program had met with remarkable success in theatres, schools, churches and clubs in and around my home town, Nashville, Tennessee.

"With my 'bag of tricks' I made enough money to pay my expenses in visiting The Century of Progress. While at the fair I applied to over fifty concession managers for a trial as a magician in their shows. It was at the Enchanted Island Theatre that I was first granted my request, which later resulted in a two weeks' engagement there. Later, I was employed to perform in other concessions.

"Passing the test at the World's Fair has meant to me virtually what the Ph. D. means to the man in the Arts and Sciences. My services have been constantly in demand ever since."

Without a doubt the dynamic personality of Mr. Sanders plays a large part in the success of his performances. He has learned the art of building an atmosphere for his magical effects as well as making his audience laugh without resorting to coarseness or ridicule. His magic is inclined toward two types: sensational effects, using unprepared, borrowed materials from the audience; and humorous effects, employing a popular song or expression as a theme. Many of the tricks are original, although he owns a library of over 700 reference books on his subject.

After appearing before the Society of American Magicians in Chicago in 1934, the following comment was made by Jack Hazelhurst, club reporter, in *The Sphinx*, An Independent Magazine for Magicians:

"Fetaque Sanders presented a great big show practically from his vest pocket. This fellow, who told me afterwards that he was far from being the world's greatest magician, thereby giving me heart failure, is a consummate showman, and he drives home again the fact that the magician who is a success is more of an actor than a dexterous manipulator of his material."

SCHOOL AT LAKEVIEW PROJECT NEAR HELENA, ARKANSAS

Light From the Delta

CONSTANCE E. H. DANIEL

A few days ago there came to my desk, Vol. I No. 1 of the "Student's Voice"—eight pages of high school news sent out by the young people at Lakeview High School, Wabash, Arkansas.

Had this mimeographed message come from Baton Rouge, Louisiana, or Sandusky, Ohio, I should still have been interested and still have been pleased, as I am always interested and always pleased at evidences of intelligent initiative among our youth.

The "Student's Voice" was particularly intriguing because of the fact that until the past year there was no high school at Wabash, Arkansas. As a matter of fact, so far as I have been able to discover, there wasn't much of anything at Wabash —that is unless you count a lake and some of those county-size plantations for which the Mississippi Delta country is famous.

The first that I heard about Wabash was that the Farm Security Administration (successor of the old Re-

settlement) was setting up a homestead project there, not far from Helena and Elaine and St. Francis County—all fixed in the public mind by racial conflict—riots, lynchings, peonage.

The idea of establishing a project on the Delta for Negro farmers who had not a chance to get ahead seemed highly commendable. I had visited Prairie Farms, the FSA project near Tuskegee, last summer; but why, I wondered, did the FSA select such an uncomfortable locality, unless, perhaps, it was the grim conviction that what would work there should work anywhere.

Well the project was duly dedicated, last November, and I recall now, that in the newspaper stories of the dedication, mention was made of a large school-building which was to serve also as a community building.

That was the last I thought about Lakeview until I received the "Voice" two months later. Except that it was unusually lively and full of real news, the "Voice" might have been just any high school paper.

The principal of the school, Mr. Smith, in his column, pointed with justifiable pride to the forty rooms, fifteen of which are classrooms with modern equipment. He mentioned the science laboratories, home-economics department, Smith-Hughes work, the nursery school, primary department, library and gymnasium, and his staff of eleven teachers—all college trained.

From elsewhere in the "Voice" I learned that the Third and Fourth Grades gave a carnival, and that the "Follies of 1938," a boxing bout, get-acquainted social, and literary program were among the first month's attractions.

"Everybody's talking basketball." That sounds familiar about this time of year.

"The auditorium has been equipped with the latest thing in modern basketball equipment. Workouts are held daily for both squads."

The season's schedule was for seven games with outside teams — not bad. Particularly I liked the sports editor's youthful egoism,

"Follow this column for your sports news. I'll be back in here next issue with more and better dope!"

The cafeteria — yes, there's a cafeteria — is open daily, said the "Voice." The Home Economics Club of thirty members outlined its year's program, which includes self-improvement, a publicity project, parties, one school assembly program each month, service at home and service to the community.

That is a program hard to beat, especially when "improvement" suggests assisting a pre-school child to reach the nursery school, and making a toy for the nursery school children. Parties, I should add, include a mother-daughter banquet, and a Valentine dance with "dates."

The "Voice" reports talks given by visiting speakers at chapel exercises, and the editors have been smart enough to run a neat little gossip column, beloved of all really normal high-schoolers—"Sue Jones had her boy-friend's picture at school, Tuesday," et cetera—as well as the school's honor roll.

Now, why haven't I written some of these same things about our own high schools right here in Washington — Armstrong, Dunbar and Cardozo? Because they are in Washington. Lakeview High School is way down on what used to be a Deep South plantation, surrounded only by more plantations — miles and miles of them. It is located in a region where people — especially Negroes — are supposed to be ignorant, backward, superstitious and well-nigh hopeless.

Few of the boys and girls from the FSA project or the plantations around it ever had a chance to go to a school for more than a few months each year, before the project school at Lakeview was built.

The farmer-parents of these pupils, I am told, value the school which the Farm Security Administration has put there with the cooperation of the county authorities, even more than they value the good acres and the snug farm cottages, or even the "precious cookers" that filled their pantry shelves, this fall.

The "Student's Voice" from the Lakeview Project says to me that, given a chance, our rural young people have all the possibilities for initiative, for leadership, for normal and wholesome living that any young people anywhere possess.

We need more such demonstrations in rural education as that made possible by the Farm Security Administration on its project at Wabash, Arkansas. Let us have more light like this, from the Delta and elsewhere in the Southland.

The Function of the Negro College in the Present Social Order

V. V. Oak

At last one educator has broken thru the shackles of tradition to present a daring and progressive philosophy of education for Negroes in America in his book "American Caste and the Negro College."[1] The value of this brilliant contribution to creative literature in education is heightened by the fact that its author, Dr. Buell G. Gallagher, is not merely dressing up a pet idea for theoretical dreamers but, as president of Talladega College, an institution supported by the American Missionary Association, whose progressive attitude toward education of submerged groups is a matter of record, he is putting into practice the theories he is propounding in his book. While written primarily for those who are interested in the education of Negro Americans this book will prove equally useful to any group that is

[1] *American Caste and the Negro College.* By Buell G. Gallagher with a foreword by William H. Kilpatrick. (New York, Columbia University Press, 1938. Pp. xx, 463. $2.50.)

trying to regain its self-respect—a self-respect which has been crushed out of its life by a so-called higher and more exclusive caste.

Purpose of the Caste System

The first four chapters of this book are devoted to a brilliant, succinct, and sociological discussion of the causes, nature, and extent of racial prejudice which places the Negro in the out-group. Even though a new status has been won to a certain extent by some Negroes in the economic realm, says Dr. Gallagher, in things purely social, the caste line is impregnable since it is primarily intended "to keep *all* Negroes below the level of the lowest whites." The segregated system of education, based as it is upon the assumption of the Negro's mental inferiority and his moral delinquency, is also designed by the dominant group to "keep the Negro in his place" and to "steer him into lower income brackets." Dr. Gallagher strongly deprecates the tendency of the Negro college to imitate slavishly the prevailing educational practices of American white colleges—practices that deny even to white students their rightful opportunities to mature as social beings and that destroy nascent idealism and the sense of social-mindedness. If the Negro college follows the dominant pattern of American collegiate life, it will have "a perfect tool for the perfect job of keeping the Negro permanently in submission and acquiescence."

Objectives of the Negro College

After pointing out the pathological results of caste and the consequent dilemmas facing the Negro as well as the so-called Caucasian, Dr. Gallagher says that one of the principal objectives of the segregated college should be "to discover ways in which the Negro can help the white man to modify the race attitudes which caste has engendered, and through that means to transform the institution of caste." Another objective of the segregated college should be "the teaching of the ability to salvage excess ideality," thereby preventing the threatened maldevelopment of personality that is bound to occur when the Negro student faces the realities of life with its unjust and un-christian social treatment. This reviewer, however, is unable to see how a segregated college completely staffed with Negroes will be able to render effective service in attaining this second objective as long as a large number of its teachers themselves suffer from warped personalities created by the impregnable and heart-breaking barriers of a caste system that is based upon the illogical but, nevertheless, glamorous foundation of the so-called inherently racial superiority of the white man. Dr. Gallagher is possibly aware of this difficulty since he points out in his discussion of "College Without Caste" in a later chapter that if all white teachers now working in Negro colleges were to resign, segregation of higher education would be complete. Then, "nowhere else in all the Southland would there be communities of white and black folk living together in a normal friendly human way, . . .

quietly transcending, deliberately ignoring, the artificial barriers of caste . . . and [learning] a little more effectively to transcend and to transform the world which confronts them."

What is a Functional College?

According to Dr. Gallagher, a functional college under the caste system "is one in which all that happens in the lives of students and staff is directed, as far as may be possible, with a view to making life under the caste system as fine and noble and humane and dignified a matter as it may be, while at the same time working to transform the environing system . . . to permit larger opportunities for normal living." Instead of taking the irenic, the mercantile, the conformist, the descriptive-analytic, or the dogmatic method of approach for achieving the objectives of the functional college, Dr. Gallagher recommends that we take the instrumentalist or experimentalist method of approach in which "we select our general sense of direction and define our methods, and let the ends and results come out of the process itself."

College Administrative Policies

It is in the discussion of "educative administration" that Dr. Gallagher is at his best and tells his readers convincingly that the way to teach democracy is not by preaching but by living it and that the college managed on an autocratic principle of the military dictator is giving its students the worst training in democracy which has come "to have about the same relevancy to daily life on the campus as that other great ideal to which men habitually pay lip service, the Kingdom of Heaven." Dr. Gallagher strongly believes that students should be given opportunity to participate in the administration of their college, and especially if it is a small one, in the real sense of the word and not merely by giving them a student government "which all too often can become merely a device for controlling students by making them stool-pigeons and talebearers, enforcing faculty rulings."[2] It is "stupid to think that all the fundamental decisions of policy and procedure must be made behind closed doors and then announced to the college. . . . The interchange of thought and action between all persons and groups involved in the decision, with the open and agreed purpose of forwarding the development and welfare of all and of hindering none—this is democracy as method. This is the basic idea with which we shape the administration of the segregated college, expecting thereby to build up the kind of academic experiences which will nurture the attitudes and habits ultimately necessary for the modification of the caste system."

Importance of Consensus

The way to arrive at a decision in a democratic society is not by merely counting the majority vote, but rather by trying to build up a consensus of opinion. The fact that consensus is achieved means

[2]Buell G. Gallagher, *Sunrise O'er Alabama*, Annual Report of the President of Talladega College Covering the Year 1935-36, p. 14.

that, as nearly as possible, the decision is made so as to promote the general welfare and made in recognition of the interests of the several individuals and groups included. In this way, the students "learn to think critically about matters of common concern by thinking critically about matters of common concern. They learn to protect the rights of minorities by protecting those rights. They learn to combine the objectivity of the scientific approach with the enthusiasm of fellow-feeling by making that combination in the reconstruction of campus society. They learn how to live without caste by living without caste. The educative effects of democratic administrative procedures promise to be in harmony with the educational aims of the functional college."

Starting Experimental Colleges

The last three chapters of the book are devoted to the discussion of how to bridge the traditional gap between the gown and the town (the latter, again sub-divided into two distinct groups according to races); of what other problems arise in the teaching process; and of what prophetic education means. This reviewer whole-heartedly agrees with the philosphy of education propounded by Dr. Gallagher. The time is now ripe to have a few experimental colleges for Negroes. A successful experimental college, however, is possible only if there is a unity of objectives and action among the administration, the faculty, and the student body—a situation that does not seem to exist in most of our present state-controlled institutions which alone seem to be in enviable financial positions. The very nature of our present American social order has placed most state institutions, both white and colored, in "politics."

There is no question that by his literary contribution Dr. Gallagher has rendered a great service to the cause of education in general and of Negro education in particular. This book, because of its progressive and prophetic nature, may not attain immediate popularity, but it will undoubtedly help many educators who have felt all along that there was something fundamentally wrong with our present system of higher education for Negroes, but who did not know the exact nature and extent of this wrong. It is quite fitting that the "Foreword" to this book should have been written by William H. Kilpatrick, the well-known and well-beloved savant and retired professor of Columbia University. The book has an extensive bibliography running over six hundred references, and is quite moderately priced as it is being sold without profit or royalties.

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READ THE JUNE ISSUE FOR A PANORAMIC VIEW OF PUBLIC EDUCATION FOR NEGROES. DO NOT MISS THE STATEMENTS OF STATE AGENTS AND PRESIDENTS OF NEGRO LAND-GRANT COLLEGES OF RECENT SIGNIFICANT DEVELOPMENTS IN THE FIELD OF PUBLIC EDUCATION FOR NEGROES

"SECOND AND THIRD CLASS STUFF"

(The above odd sounding title is often used by letter carriers in referring to the second and third class mail [magazines, books, pamphlets, bulletins, etc.] which seems to pile up just at the time when the first class mail is heaviest. Not all of this material deserves such a title, for almost every day there comes across our desks items which are interesting, oftentimes valuable, and generally deserving of mention. We present below a few of these.—EDITOR'S NOTE.)

■ If you are a woman interested in politics and particularly the Republican Party, you should be interested in a new magazine, *The Woman's Voice*. The first number (May) has recently been issued from the publication office at 609 F Street, N. W., Washington, D. C. This magazine will be published monthly in the interest of Republican policies. Jeannette Carter is editor and manager, Lethia C. Fleming is national director, and the subscription is $1 a year or ten cents a copy.

■ Two mimeographed items issued by schools are: the *English Bulletin Quarterly*, published by the Negro teachers in the secondary schools of Baltimore, Md., the first (April) issue of which is very well written and devoted to Living English; and *The Eye*, published each Friday of the school year by the students of Garnet High School, Charleston, W. Va. This school paper well deserved to win the Yellow Jacket Award for a mimeographed school paper in its State at the West Virginia Scholastic Press Conference held recently at West Virginia State College.

■ How to organize school-administered forums is told in the *Forum Planning Handbook*, prepared for study and discussion by planning groups of educators and civic leaders, by John W. Studebaker and Chester S. Williams. It is published by The American Association for Adult Education in cooperation with the Office of Education. Copies may be obtained through the Federal Forum Demonstration, Washington, D. C.

■ In response to repeated requests, the Public Works Administration shortly will publish a new picture map descriptive of the thousands of new public improvements which have been brought about throughout the United States under the Public Works program. This poster-map will be 36x54 inches in size and will be printed in ten colors on heavy, rag paper. It will be particularly useful for schools, libraries, offices and other places used by the public. A limited supply will be printed and copies will be distributed without charge only upon request. Apply right away to the Division of Information, Public Works Administration, Washington, D. C.

■ If you like to keep up with the findings and reports of conferences and commissions, three recent items should be of interest to you. *Report and Recommendations* of the Commission to Study Public Schools and Colleges for Colored People in North Carolina, is a 62-page publication which comes from the State Capitol in Raleigh. It presents data about public education in North Carolina and makes recommendations which should be

of much interest to all whose dominant or latent interest is in public education for Negroes. The Proceedings of the Second National Conference on the Problems of the Negro and Negro Youth, held in Washington, January 12, 13 and 14, have been bound into one volume and issued by the National Youth Administration, Washington, D. C. Getting this report should be a "must" item on your memorandum. The Findings of the First Annual Conference on Adult Education and the Negro, held at Hampton Institute last October have recently been published by the Extension Department of Hampton. This should be another one of your "must" items.

■ A. S. Barnes and Company, 67 West 44th Street, New York, have been selected as the publishers of the Official Sports Library for Women of the National Section on Women's Athletics of The American Association for Health, Physical Education and Recreation. In March they published the following guides for women's sports: *Official Softball, Volley Ball Guide,* with official rules for 1939, by Ellen Mosbek and Rosalie M. Allen; *Official Field Hockey Guide,* for women and girls—containing the revised rules for 1939, by Elizabeth Yeend Meyers; *Official Soccer, Speedball, Field Ball Guide,* for women and girls, with official rules for 1939-40, by Dorothy Zimmerman and Rachel Benton; and, *Official Lacrosse Guide,* with official rules for 1939-40, by Jenny E. Turnbull. Each guide sells for twenty-five cents a copy. The pocket-size publications are complete with official playing rules, special articles, bibliographies, and large charts on rules or techniques. This company has also recently published, *Real Living,* by Ross L. Allen, a health workbook for boys in Junior High Schools—book 1. Also available is book 2 for boys in senior high schools. These workbooks sell for fifty cents each and are recommended to teachers of health education and other interested persons.

EDUCATIONAL NEWS AND EVENTS

White House Conference

On April 26, President Roosevelt welcomed 500 conferees to the White House Conference on Children in a Democracy. The conference, to which a number of Negroes came, heard numerous addresses and discussed various phases of children's problems and laid plans for a year's study intended to result in concrete proposals.

Kentucky Teachers

At the business session of the Kentucky Negro Education Association, April 15, a resolution was passed establishing a fund of $5,000

to be used for the removal of inequalities in the education of Negroes and white youth in Kentucky.

Equal Salaries

The Louisville, Kentucky, Board of Education has recently announced that, beginning in 1940, it would inaugurate a program to equalize the salaries of white and Negro teachers in the Louisville schools.

Work Camps

The American Friends Service Committee, 20 South 12th Street, Philadelphia, Pa., has announced the opening of six work camps, June 23-August 18. These camps provide opportunities for selected groups of college and university students and young professional and labor people to live, work, and study for 8 weeks in six of America's problem areas facing economic adjustments. Information can be secured from the Committee.

Summer Conference

The 15th Annual National Summer Conference on School Music Materials will be held in Chicago, Ill., from July 29 to August 11. The conference provides for two weeks of summer study, conference and recreation, and will have an experienced administrative staff. The headquarters are at 30 E. Adams Street, Chicago, Ill.

Non-Partisan Lobby

The Non-Partisan Lobby for Economic and Democratic Rights is being sponsored by Xi Omega Chapter of Alpha Kappa Alpha Sorority. Their headquarters are in Washington and their representative is Wm. P. Robinson. The Lobby was created to meet the problems of the Negro and of all underprivileged groups on the unemployment and job fronts. It issues a legislative resume from its office at 324 Virginia Ave., S. E., Washington, D. C.

Scholarships

Miss M. Alexine Tanner, Washington, D. C., and Miss Hulda M. Lyttle, Nashville, Tenn., are recipients of scholarships for study in health education during the summer at the University of Michigan, it has been announced by the National Tuberculosis Association. These scholarships are given annually by the Purves Fund to Negro nurses or health workers from southern states. Believing that a state in the deep south should also be represented, the D. C. Tuberculosis Association has announced that it will pay Miss Tanner's scholarship fee, thereby making available a third award. As a result of this unprecedented gesture, Mrs. Nettye M. Perkins, Jackson, Miss., also will study at Michigan.

COLLEGE ACTIVITIES

● An almost entirely new Board of Curators, made up of four white and three Negro members, met recently on the campus of **Lincoln University** (Mo.) and organized. The University has been informed by the North Central Association of Colleges and Secondary Schools that it has been retained on the list of accredited colleges in good standing.

● An Educational Exposition in celebration of Founders' Day was held at **West Virginia State College** May 1-3 The exposition featured exhibits and demonstrations by the various departments, and other interesting events.

● President W. S. Nelson, of Dillard University, will deliver the **Shaw University** baccalaureate sermon in services to be held at the University on May 28. A contribution of $1,000, by Dr. Robert Tyler, of Washington, D. C., to be used for the improvement of the library has been received by the University.

● The 71st anniversary address in commemoration of the founding of **Hampton Institute** was delivered on April 28, by President F. D. Patterson, of Tuskegee Institute. President Rufus E. Clement, of Atlanta University, will deliver the commencement address at Hampton, May 29.

● The 18th annual C.I.A.A. track and field meet was held in the **Morgan College** Stadium, May 13. Coaches Hurt and Hill presented several international track stars in exhibition during the meet.

● Plans are underway for the first annual Conference of Negro Tuberculosis Workers to be held at the School of Medicine, **Howard University,** June 5-7. A large number of persons engaged in this work are expected from all parts of the country.

CIVIL SERVICE EXAMINATIONS ANNOUNCED

The United States Civil Service Commission has announced open competitive examinations for the positions listed below:

Assistant lay inspector in the Bureau of Animal Industry, Department of Agriculture.

Auditor (marine accounts), U. S. Maritime Commission.

Junior tabulating machine operator.

Applications must be filed for the above examinations with the Commission not later than May 29 if received from States east of Colorado, and not later than June 1 if received from Colorado and States westward.

Full information as to the requirements for these examinations, and application forms, may be obtained from the Civil Service Commission, Washington, D. C.

SUBSCRIPTION CONTEST

LIBERAL CASH AWARDS AND SPECIAL BONUSES

In the May, June, July, 1939

The National Educational Outlook Among Negroes Contest

FOR SUBSCRIPTION REPRESENTATIVES

Become an authorized subscription representative and share in the cash awards and special bonuses offered during this period.

For further information please write

The National Education Press, Inc., 1210 Lamont St. N. W., Washington, D. C.

DIGESTS AND REVIEWS

IN THE MAGAZINES

The Elementary School Journal

In the article, *Oral-Recitation Problems of Stutterers,* by Thelma A. Knudson, in the April issue, are the results of a study of methods teachers use in handling stutterers in the oral-recitation situation and the effect of these methods on the stutterers. The writer recommends that: "1. Some type of special consideration should be given the stuttering pupil in the matter of oral recitation. Probably the most desirable plan is to call on the stutterer to recite only when he volunteers to do so. 2. The stutterer should not be hurried. He should not be interrupted in his efforts at speaking, nor should an attempt be made to say the words for him. Irritation, indifference, or an expression of boredom on the part of the teacher creates a decidedly unfavorable reaction in the stutterer. 3. A friendly atmosphere should be created by the other members of the class in order that the stutterer may not feel excluded from, nor inferior to, the rest of the group. 4. It is usually desirable to demand extra written work from the stutterer to the extent that he is excused from oral recitation. 5. It is especially desirable to develop a sincere, friendly interest in the stuttering pupil, to gain his point of view, and to establish his confidence through personal conferences concerning his problems and means of meeting them. 6. It is desirable to prepare the stutterer emotionally and intellectually to meet as many speech situations as possible. He should in no case, however, be forced into such situations. Rather, the instructor should strive to create a desire in the stutterer to take part in the oral recitations."

The Journal of Business Education

In the April issue S. J. Wanous writes about *Articulation of Collegiate Courses in Shorthand and Typewriting.* He states that "In offering these courses in the college for full credit, there need be no duplication of high school training. The college has a definite function to perform—the training of secretaries and teachers of secretarial subjects. It can and should perform this function by providing a type of training that is of collegiate caliber . . ."

The Instructor

Articles in the issue for May include: *Healthland,* by Norine Connely, a unit for primary grades; *A Unit on the New York World's Fair,* by Margretta Lea, for middle and upper grades; *Tolerance,* by Lillian A. Sitzman, a very good play relating to racial tolerance designed for the upper grades; and the illustrated unit of work, *Study-*

ing Our Natural Resources, by Glenn O. Blough.

The Journal of the National Education Association

A feature of the April issue is a listing and concomitant annotation of the *Sixty Educational Books of 1938.* Another article of value is, *How St. Louis Schools Serve Their Bright Pupils,* by Mata V. Bear.

The Social Studies

Of especial value in the issue for April is the annotated *Bibliography of Social Studies Textbooks for Junior and Senior High Schools.* The list contains 179 titles divided into eleven subject groups for easy reference.

The Harvard Educational Review

Newer Ways of Crime Control, by Eleanor T. Glueck, appears in the March issue. Research Associate Glueck summarizes that "we can now begin to look for more effective methods of crime control (1) through programs of prevention, (2) through earlier recognition and treatment of offenders, and (3) through a scientific individualization of treatment which includes not only a coordination of peno-correctional, psychiatric, medical, school, and other community social services, but also, and fundamentally, the selection of the right treatment for a particular offender."

Journal of Exceptional Children

A modern conception of the epilepsies is presented by David B. Davis in the article *The Epilepsies,* which appears in the April issue.

The Grade Teacher

In the May issue appears: *The Fireman,* by Dorothy Newman, material for civics and safety lessons for primary grades; *Our Birds,* by Florence K. Jenkins, a unit in elementary science for primary and intermediate grades; and *Speaking Pieces,* by Mildred Beatham McKenzie, helps in the preparation of programs for intermediate and grammar grades.

Hygeia

Dorothy E. Bradbury and Eleanor Saltzman give important suggestions for the marital happiness of husband, wife and child in the article, *Parents, Incorporated,* in the issue for May. Also of much interest is *Protecting the Health of the Child:* the teacher's responsibility, by Elizabeth Cotton.

The Educational Record

In the April issue, C. R. Mann discusses *The Living University.* One of his significant statements is: "A living university, a pulsing, stimulating, life-sustaining heart of a great school system is needed today. Therefore, the present challenge to schools is to discourage the passive intellect, which usually is satisfied to conform to traditional practices, and to help build in every individual an affirmative intellect, which may help him make more constructive use of all the experiences of his life, especially his school experiences, as a means of achieving a vital education for himself."

Occupations

The April issue is devoted to the 1939 convention addresses, convention meetings and business sessions of the American Council of Guidance and Personnel Associations

which met in Cleveland during the latter part of February.

Educational Music Magazine

In the March-April issue, Charles O'Neill presents *Some Hints on Band Rehearsal Procedure and Repertoire,* and gives much helpful advice to those active and interested in rehearsing bands.

Student Life

This Is Youth Hosteling, by Margaret J. Brown, in the April issue, gives information about this new movement among the youth of the world.

The School Executive

In the article, *Guidance and Learning,* appearing in the April issue, Superintendent Paul J. Misner summarizes that: "it has been suggested (1) that guidance is an activity by means of which one or more persons contribute to the learning experiences of other persons; (2) that cooperative formulation of educational objectives is necessary if the many persons involved in guidance are to function effectively; (3) that specialists be interpreted as resource persons whose services are directed primarily to the improvement of the learning process; and (4) that means be created whereby parents and community adults are provided with opportunities to exercise their guidance functions more intelligently and effectively."

Flash

Issued in April was the Second Anniversary Issue of this news-picture magazine. Replete with such good subject matter as the Marian Anderson Concert, the visit of President Roosevelt to Tuskegee, and many other topics, this issue should be indicative of what its readers should expect during its third year of publication.

Education

The April issue is the Modern Language Number and excellent material is presented under three main heads: *The Teaching of Modern Languages in Foreign Countries. The Outlook for Modern Foreign Language Teaching in the United States. A Symposium, and The Integration of a Cultural Reading Program for the High School.*

Recreation

Leadership, Organization and Program Making in Boys' Club Groups is a very informative article appearing in the April issue. It contains many suggestions for democratic procedure in the boys' club program.

The Negro History Bulletin

The feature of the April issue is a consideration of Negro painters. In the issue for May is discussed, *The Negro in the Beginnings of Science,* also, *Negroes Distinguished in Science.*

School Activities

In the article, *Citizenship and the School,* in the April issue, Harl R. Douglass discusses the present American scene and the extant and powerful un-American influences, and states that "Not until teachers and administrators are secure in their tenure from these powerful influences, not until parents and true patriots insist upon the freedom of the schools to teach and to study

anything that future citizens should know about, not until teachers are better educated in such matters themselves and keep constantly better informed, may we expect the schools to make the contribution to citizenship and character which they were intended to do. Not even then will they do so unless by some miracle they can be put back on the track facing the objectives of citizenship in terms of pupil growth."

The Crisis

In the April issue, Glenn Hutchinson writes about, *Jim Crow Challenged in Southern Universities;* Robert Smith discusses, *The Poll Tax—Enemy of Democracy;* Elaine Ellis presents material on, *Tuberculosis Among Negroes;* Buell G. Gallagher tells about, *Talladega Library: Weapon Against Caste;* and the editors tell about the work of William Grant Still, whose music will be played daily in the Theme Center of the New York World's Fair, in the article, *Music for 50 Million People.*

Peabody Journal of Education

A feature of the March issue is Howard W. Flack's *Library Guide to Physical Education.* Graduate student Flack aims to "introduce the prospective major student in physical and health education to the background of his field and the principal library tools and sources for carrying on his own investigations systematically and efficiently."

The Arts Quarterly

Revived and with a smaller size and very good format, is this magazine of Art edited at and published by Dillard University. The March issue contains many items of interest.

Oportunity

Featured in the April issue are: *Wanted: True Drama of the Negro Race,* by Pearl S. Buck; *What Hitler Says About the Negro,* by L. D. Reddick; and, *California's Cotton Row,* by Ford Bellson.

BOOK REVIEWS

■ *Slave Insurrections in the United States, 1800-1865,* by Joseph C. Carroll. (Boston, Chapman and Grimes, 1938, 229 pp. $2.)

In the light of the abundance of evidence presented in this volume, it is impossible to contend successfully that the Negro slave was, with two or three well-known exceptions, the personification of docility and humility. With comparative ease, Mr. Carroll establishes the fact that slaves in every part of the country, during the entire period of servitude, arose against their masters in no less than several scores of efforts to gain their freedom. From 1800 to 1805, for instance, there were several insurrections in Virginia and North Carolina and at least one each in South Carolina, Pennsylvania, and Georgia.

In the years following each of the notable outbreaks—the Gabriel Insurrection of 1800, the Denmark Vesey Plot of 1822, and the Nat Turner "war" of 1831—when repression and reaction were at their height, Negro slaves continued to fight for their freedom. Mr. Carroll explains this by saying that the secret of insurrection "rested on the eternal injustice" of slavery, and those who fought for their freedom merely embodied "the love of liberty which slumbers in every human heart."

Mr. Carroll concludes that "the Negro was never satisfied with his condition in slavery; he was ever ready to attempt any possible means at his disposal to emancipate himself." In a didactic vein, the author observes that the history of slave insurrections taught the Negro "the utter futility of armed resistance in the solution of the great problem of race relations."

While one could well desire a more extensive explanation of why the free Negro was a frequent informer of proposed insurrections and of what the general attitude of the North was—to mention a few questions in the reviewer's mind—there is no hesitation in saying that Mr. Carroll has made a significant contribution to the history of the Negro in America. Every teacher of American history should use *Slave Insurrections* to counteract some of the contentions of the "old school." JOHN HOPE FRANKLIN

■ *The Negro in American Fiction*, by Sterling Brown. (Washington, Associates in Negro Folk Education, 1937. 209 pp. 35c.)

The experiences of the American Negro have not only been sordid and tragic but romantic and picturesque, as indicated by the prolific pen of Sterling Brown in "The Negro in American Fiction." The studies of the book are admirable, except that the author might have been a bit more kindly toward Van Vechten's "Nigger Heaven" (1925). "Modern Negro life is not in Nigger Heaven," he says. Aside from gin-mills, cabarets and loose ladies "Nigger Heaven" has told America that Harlem has imposing dwellings, professional men and women, limousines, libraries, et cetera.

Beginning with a few minor novels that preceded the Civil War, Brown soon settles down to his task in an analytical discussion of "Uncle Tom's Cabin," presenting in the remainder of the two hundred pages interesting summaries of what has been done by and of the Negro in fiction. In this respect, he has improved upon his "Negro in Drama and Poetry," for he delves into the motives and philosophies of white authors who have used the Negro as thematic material. "These authors," he observes, "shuddered at the rising tide of bad Negroes, dreading amalgamation . . . the educated or the propertied, or the militant." Joel Chandler Harris, he thinks, created one of the greatest characters in American literature, in Uncle Remus. Even though Harris "made Uncle Remus the mouthpiece for defending southern attitudes."

The theme of the Negro novelist has been as varied as that of the white novelist. In fact, he has embraced phases hitherto untouched. The Negro author has, according to Brown, introduced "new characters" with aspirations and ambitions. Moreover, he has been concerned with the virtue of black womanhood, and exploitation and oppression of the race. Brown has considered Walter White's "Fire in the Flint" as an example of this type. Langston Hughes' "Not Without Laughter" (1930), which according to Brown, is one of the best by a Negro author, strips democracy of its glamor and reveals race prejudice in the raw.

Concluding his eleven chapters with "New Roads," the author attempts to show that the novelist of the current decade has registered "the fullest social protest." This new trend in Negro fiction records "the brutality and shame as part of a tragic America; others show the Negro resisting heroically; and still others, hoping for social justice, are urging solidarity of all of the oppressed."

F. W. BOND

■ *Narcissus an' de Chillun,* by Christine Noble Govan. (Boston, Houghton Mifflin Company, 1938. 226 pp. $2.00.)

Subtitled "Final Adventures of 'Those Plummer Children'," this is another of the delightful stories for children written by Mrs. Govan. Born in Tennessee, the author is in a position to know whereof she writes about the relationships between white and Negro children living in proximity. Illustrated by Alice Caddy, this story of Narcissus and her twins — Sears and Roebuck, "Those Plummer Children," and Chris Ellery (the author herself), should bring much enjoyment to adults as well as children.

■ *Schools in Small Communities,* Seventeenth Yearbook (Washington, American Association of School Administrators, 1939. 608 pp. $2.00).

This excellent book represents the results of a commission appointed to study the problems of schools in small communities. In general, the book considers school systems in communities with populations of from 500 to 5,000, with special focus on those of about 2,500 population. Readers will find that the publication does not merely present the results of the study alone, but is chockfull of practical and helpful suggestions covering a wide range of material. Its sections dealing with guidance, curriculum enrichment, professional and lay leadership, and management and planning are of particular value. Illustrated with well-chosen photographs, this yearbook should be of interest not only to classes in rural education but also to general courses in school administration. Included in the volume are: an appendix relating to a statistical treatment of the Status and Problems of Superintendents of Schools in Small School Systems, and the official records of the Association.

■ *Shuttered Windows,* by Florence Crannell Means. (Boston, Houghton Mifflin Company, 1938. 206 pp. $2.)

This is the story of Harriett who leaves her Minneapolis home and goes to live with her great-grandmother on an enchanting island off the coast of South Carolina. Her eventual adjustment to the vastly new and different life on the island is fascinatingly told in a story spiced with excitement, mystery, and romance. The illustrations by Armstrong Sperry are very good and serve as a pleasant addition to the book.

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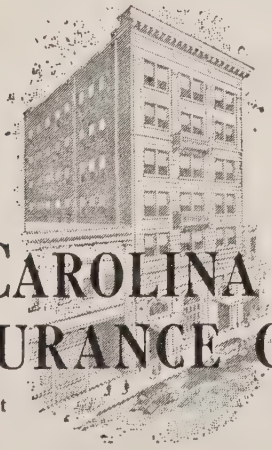

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EDITORIAL COMMENT

MOTHER AND CHILD

PUBLIC education among Negroes has made tremendous progress during the past quarter of a century. Elementary schools and enrollments have increased. Secondary schools and enrollments have grown from practically nothing to almost unbelievable numbers. Public colleges have advanced from the elementary and secondary levels to grade "A" institutions. This progress very largely has been due to private, philanthropic, and religious educational enterprises. Public support was stimulated by them; they supplied the teachers; and the growth in enrollment was influenced by their efforts. In short, public education of Negroes is the child of private education. What then, should be the relation of mother to child? Should the mother take pride in the rapid and healthy growth of her child; or should she retard its development by attempting to keep it tied to her apron string? This is one of the major issues that must be resolved in considering the implications of the Supreme Court decision in the case of Lloyd Gaines.

There are many elements in the situation that should be considered by all groups concerned—private institutions, public institutions, and interested citizens. A few are listed below.

Private Institutions

Persons controlling private institutions should remember that:

1. The issue was not created by the Supreme Court decision. It grew out of a background of factors, and indicates that history is repeating itself. Among whites as well as Negroes, private institutions have grudgingly relinquished their hold upon each level of education. This was true in the secondary field, and particularly so in the collegiate field. Where they have held on the strongest and longest public education is the weakest and developed the slowest, as in Massachusetts and most of New England.

2. In spite of the tendency for public colleges to "usurp" functions formerly "preempted" by private colleges, there is still much work to be done by the private college that exercises creative imagination; that has the willingness to cooperate and relinquish some of its prerogatives and vested interests; and that has the wisdom and courage to blaze new trails.

3. The public, through local, State, and Federal Governmental agencies, is assuming larger responsibilities for the general welfare, including education. This tendency is growing in magnitude and momentum. It cannot be stopped; and, should not be retarded.

4. The demands which States are making upon their teachers are grow-

ing in quantity and quality. It is the obligation of the States, therefore, to provide the facilities for meeting those demands; and, as they do, their control over the facilities will probably increase from year to year.

5. The buildings, equipment, facilities, faculty, and atmosphere of certain public institutions are probably equal to any private institution for purposes of offering advanced work in certain fields.

Public Institutions

The following considerations should be remembered by public institutions:

1. That the quantity and quality of elementary and secondary education must be increased if collegiate instruction is to be effective.

2. That gains made in undergraduate instruction by public institutions must be consolidated through the development of order, concentration, continuity, and purpose, as preliminaries to the introduction of advanced work.

3. That the control and administration of many of the colleges must become more democratic if their morale is to be improved, and the creative genius and constructive imagination of teachers and pupils are to find free expression.

4. That the accumulated experience and wisdom of the private educational interests make their counsel, guidance, and assistance still valuable in many situations.

5. That the nature of graduate work demands that it be entered upon with caution and that its prosecution be unhurried.

Citizens

Interested citizens should remember:

1. That the States are sovereign, and that within the framework of the Supreme Court decision they may and will conform to its mandate through different arrangements. (See editorial appearing in January, 1939, issue of this magazine.)

2. That in those States where definite arrangements have been made, or are in the process of being made, assistance and constructive criticism should be offered with a view to avoiding as many mistakes as possible.

3. In those States where definite steps have not been taken, but where honest consideration is being given to the question, through planning studies or formulating legislative bills, legal action should be deferred for a reasonable length of time.

4. That wisdom and statesmanship should be exercised as to what action should be taken, and, when, where, and how it should be taken, in order that the gains already made on the entire educational front may not be lost.

5. That the decision has implications for many fields of activity other than graduate and professional work. It may be applied to every area where public facilities are involved. To allow immediate interests to overshadow this more far reaching and significant possibility would be shortsighted to say the least.

Public Education—A National Necessity

J. W. Studebaker

One of the most significant events in American life during the past few years has been the increased interest in education. Even more significant has been the increased responsibility which Government—Federal, State and local—is assuming in the education of citizens, both young and old. Evidence of this is seen in the tremendous increase in school enrollments in recent years. There are approximately 22,400,000 children in elementary schools; 7,000,000 high school students; and about 1,350,000 young people in colleges and universities.

Today there is a new emphasis in education—the adjustment of the school program to meet the needs and abilities of each pupil. State and local communities are constantly searching for and preparing new courses of study for use in schools. Effort is being made to give all the boys and girls today an understanding of the social and industrial life of the community in which they live.

Fewer children fail in their studies because more schools are adopting the unit plan of promotion. Under such a plan three or four years' work are included in a project in such a manner as to enable a pupil to complete it slowly or rapidly, according to his ability. Retardation, which is costly both in money and in the attitude of defeat which it engenders, is still prevalent, but happily it is on the decrease. Curriculum enrichment and adaptation, guidance, and vocational education are taking on new meaning, and are assisting the school in providing a functional education.

Safety, sanitation, and health education in the school are also increasing the vital efficiency of our future citizens. Increased library service is making it possible to put into operation many new educational principles and teaching procedures.

All of these innovations are being provided through revenue from public taxation. In this connection,

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it is important that the public appreciate the schools as preservers and defenders of our democratic ideals and institutions. It is by means of education that we strengthen these ideals and institutions and prevent the inroads of doctrines and forces inimical to them. The public is becoming conscious of the necessity of extending educational opportunities to all the people, throughout their lives, and in every section of the country. To this end more and better buildings must be provided; more and better qualified teachers must be supplied; the length of school terms must be extended; transportation facilities must be increased; schools and districts must be reorganized; and the quality of the educational process must be improved. In order to do this, ways and means must be found to increase the funds for educational purposes. This is not alone a local and State matter. It is a national responsibility. Because of the critical problems that have arisen in the fields of government, finance, economics, and in all other aspects of our social life, a new challenge is presented to us; and the chief means of meeting the challenge is through education. I believe the American people will meet the challenge by continuing to provide generously for the development of education for all the citizens.

Public Education in Retrospect

(Most of the materials in this article were taken from the following publications of the Office of Education, U. S. Department of the Interior: Education of Negro Teachers (Bulletin 1933, No. 10); Vocational Education and Guidance of Negroes (Bulletin 1937, No. 38); and Statistics of the Education of Negroes, 1933-34 *and* 1935-36 (*Bulletin* 1938, *No.* 13).

In the days of slavery, only a few Negroes were able to receive or secure by devious means a modicum of education. On the basis of the fact that 95 per cent of all Negroes were illiterate in 1850, and only two per cent of the Negro population of school age were enrolled in school in 1865; the decrease in illiteracy to 16 per cent, and the increase in school enrollment to 78 per cent in 1930 suggests an interesting story behind this un-precedented educational advance.

Immediately after emancipation, and during reconstruction, over a score of white religious organizations established churches and schools for the Negro freedmen. The teachers in these schools were ministers and missionaries, most of whom were graduates of the better New England colleges. These persons were of high character, cultured, and with sound training and added much to the progress of the Negro during that period by their leadership and devotion.

Public education of the Negro gradually began to gain in many

localities and the graduates of the church schools began to supply the demand for teachers, either in new schools or as replacements for the white teachers. As the education of the Negro gained in public favor, the number of schools increased, and the instruction level was raised. This brought on a demand for more teachers. Two new movements were begun in order to meet this need: the establishment of schools and colleges by Negro religious denominations; and the acceptance of the graduates of the already established public schools as teachers in those same schools or in new public schools.

Stimulation and encouragement by the religious denominations and private philanthropy eventually led the States to accept some share of responsibility in training Negro teachers for the public schools. One result was the establishment and growth of land-grant colleges for Negroes under the provisions of the Morrill Acts.

Land-Grant Colleges

In 1915, the enrollment in the college departments in 16 Negro land-grant colleges (not including Virginia State College) was 12 students. In 1928, the college enrollment (excluding summer-session figures) had increased to 3,691. The summer-session enrollment in these institutions in 1928 was 6,459. In 1935-36, the college enrollment had further increased to 8,999, while the 1935 summer-session enrolled a total of 7,123.

In 1915, the total income of 16 land-grant colleges was $544,520. It had risen to $4,017,932 in 1931 (17 colleges), and to $4,306,125 in 1936. The property valuation of 16 land-grant colleges in 1915 was $2,576,-142, as compared with $13,808,746 in 1931 (17 colleges), and $15,572,-463 in 1936. (A detailed presentation of statements relative to the recent advancements in most of the land-grant institutions is given in another section of this issue.)

County Training Schools

County training schools were another result of the acceptance by the States of some share in the responsibility for education of Negroes. These schools are rural high schools, organized and maintained by the cooperative efforts of the John F. Slater Fund and the public school authorities of certain Southern States. In general they constitute the only secondary school facilities for Negroes in the rural sections.

These schools were begun in 1911 with the establishment of four schools, one each in Louisiana, Arkansas, Virginia, and Mississippi. In 1933 they had grown to 355. One of their chief functions was to prepare Negro teachers for the elementary rural schools. Although these county training schools still serve as a source of supply for many of the Negro teachers in rural elementary schools, the rapid rise in importance of the Negro land-grant college and other State teacher-preparing institutions, together with the increasing certification standards, are tending to lessen this function

of these schools and emphasize their secondary-school program.

The county training school has not only made a valuable contribution to the Negro teacher-training program of the rural South, but also has had a tremendous influence in stimulating the development of public secondary education among Negroes. This, in turn, has facilitated the beginning of more comprehensive and thorough State-wide teacher-training programs for Negroes in the publicly supported colleges and normal schools of the Southern States.

Jeanes Teachers

No small amount of credit should be given to the Jeanes teachers for their services in the development of the rural schools for Negroes in the Southern States. Jeanes teachers are itinerant educational workers who travel throughout the county, assisting the county superintendent in supervising the schools for Negroes and in promoting education, health, social and civic development. They are sponsored by the Southern Education Foundation (formerly the Jeanes Fund) and their salaries are contributed from public funds and from the Foundation. The Jeanes Fund was given by Miss Anna T. Jeanes, a Quaker, for aid to small rural schools, in the spring of 1908. In the fall of the same year, Miss Virginia E. Randolph began work, as the first Jeanes teacher, in Henrico County, Virginia. Miss Randolph has lived to see the work develop until at present there are 479 Jeanes teachers working in 515 counties in the Southern States and the Virgin Islands.

Since a major portion of the 13 million Negroes in this country live in the Southern States, this article must deal mainly with their educational status because it is in these States that their educational problems are most acute. Also, because of the practice of establishing dual school systems in 17 of these States and the District of Columbia, it has been possible to study the Negro schools and make comparisons neither feasible nor possible in States where such systems are not legally existent. The following considerations are concerned with public schools for Negroes and the Negro public school teacher, mainly in the 17 States and the District of Columbia. With the exception of the Negro Land-grant colleges, a consideration of higher education for Negroes will be presented in a subsequent issue of the magazine.

Public Schools for Negroes

In 1935-36 there were 2,438,981 Negro pupils enrolled in public elementary and secondary schools. This is an increase of 3.6 per cent over 1931-32. The percentage of the total Negro population enrolled in these schools in 1935-36 was 24.2, slightly less than the 24.5 per cent enrolled in 1931-32. During that same period, the percentage of the total Negro population 5 to 17 years of age enrolled increased from 81 to 82.8. There have been significant increases in the percentage of total enrollment in the higher grades for

the same period, which indicate that schools for Negroes are holding pupils longer. The percentage of the total Negro school enrollment in high school has steadily increased during the past 15 years. The 25,389 Negro pupils enrolled in the twelfth grade in 1936 is 3.5 per cent of the 729,822 enrolled in the first grade in 1925. The corresponding percentage for white pupils is 21.7.

There were 24,405 public elementary schools, and 2,305 public high schools offering one or more years of high school work for Negroes in 1935-36. Of much significance and interest is the fact that 13,431 of the elementary schools for Negroes are 1-room schools, and 4,714 are 2-room schools. The most phenomenal development in the entire field of the education of Negroes has taken place among the high schools. In 1915-16 there were only 64 of these schools, and over half of them were in Kentucky, Tennessee, Texas, and West Virginia. About three-fourths of those in existence in 1935-36 were in rural communities of less than 5,000 population.

Over one-fifth, 22.6 per cent, of the Negro pupils enrolled in public elementary and secondary schools, were out of school each day in 1935-36. The seriousness of the poor attendance can be appreciated when the shortness of the school term is considered. The average number of days attended by each Negro pupil enrolled in public elementary and secondary schools in 1935-36 was 113, or 77.4 per cent of the 146 days offered them. In the same States, the average white child attended 136 or 81.4 per cent of the 167 days offered him.

The Negro Public School Teacher

In 1935-36, there were 58,957 Negro teachers in the public elementary and secondary schools in the States and the District of Columbia. Of these, 80.6 per cent were women; 19.4 per cent, men. In 1931-32 the proportions were 82.9 and 17.1 per cent, respectively. In 1935-36 there were 7,131 Negro teachers in the public high schools in the 18 States. Of these, 52 per cent were men; 48 per cent, women. For the same period the average number of Negro pupils enrolled per teacher was 41, as compared with 43 in 1931-32.

The average annual salary paid all Negro teachers in public schools in 1935-36 in 17 States is $510; elementary school teachers, $439; and regular and vocational high school teachers, $814. In 1915-16 the average annual salary of Negro teachers in 8 Southern States was $149.50.

Facts from the Education of Negro Teachers, a study published in 1933, reveal that in 1930-31 over one-fifth of the Negro elementary teachers had not progressed beyond 4 years of high school education; three-fourths had not gone beyond the accepted minimum standard of 2 years of college work, and 44 per cent had not reached that standard. Only 5.7 per cent of the white elementary teachers failed to advance beyond high school, as compared with 22.5 per cent of the Negro elementary teachers. The respective

percentages of Negro and white high school teachers who had failed to reach the accepted standard of 4 years of college work were 27.5 and 21. The percentages of high school teachers who had pursued graduate work were, white, 25.3; Negro, 10.6.[1]

Over two-thirds of the elementary teachers and about one-half of the high school teachers had no credit in practice teaching. The median period of teaching experience for the elementary teachers was 8 years; high school teachers, 7 years.

The Status of Negro Teachers in Rural Communities

Very recently issued by the National Education Association of the United States is the final report of the Committee on the Economic Status of the Rural Teacher, entitled *Teachers In Rural Communities* (50c). It includes a section dealing with the status of Negro Teachers. The following material is taken from that section:

"1. The training qualifications of Negro rural teachers as a group are far below the minimum standards generally regarded by educational leaders as satisfactory for American public schools. 2. The present salary situation among Negro rural teachers is unsatisfactory. 3. Negro rural teachers have heavy family responsibilities. 4. Home ownership is not common among Negro rural teachers. 5. The housing facilities of Negro rural teachers as a group are inadequate. 6. As a rule, Negro rural teachers do not have adequate facilities for cultural and professional improvement during the school year. 7. Negro rural teachers generally devote more time to work than to rest or recreational activities during the summer vacation. 8. Generally speaking, conditions among Negro rural teachers are less satisfactory in the open-country districts than in the town districts, and are least adequate in the one-teacher schools."

Conclusions

While it has been the attempt of this article to present a brief, retrospective view of some of the phases of public education for Negroes, it must be realized that in doing so many important items have been omitted. To even attempt to summarize activities in this field would require many more pages than could be allotted to such a presentation. It is our hope that after having read this statement and those by the State agents for Negro education and the Presidents of Negro Land-grant institutions, our readers will secure the references from which the material was taken and perhaps the reports of the State Superintendents of Schools for a more comprehensive account of the entire education situation.

The picture we have attempted to give is encouraging on the one hand when we consider the tremendous advances made, and disheartening on the other hand, when the gross inequalities of educational opportunity are given attention. Many of the advances were made by the

[1]While there are no current figures available, trends indicate that the status of the Negro teacher has generally improved.

concerted efforts of interested groups, too often of other races.

Our readers can do much toward helping to improve the situation. The many recent studies, including those used in this article, have served their purpose in acquainting many officials and other persons responsible for the public education of Negroes as well as other racial groups, with the facts as they exist. Some of these persons are already working to secure legislation which would remove some of the existing inequalities in public education. Last January, three bills were introduced into the House of Representatives to provide Federal aid to education. One of these bills, H. R. 3517, provides safeguards of the interests of Negroes in the moneys to be expended. By writing to your Congressman for a copy of the bill, by sending letters from yourself and others to him urging support of the bill, by keeping alert as to the developments in groups seeking to render assistance, and in other related activities, you can do much to help the cause of improving public education among Negroes.

—T. Edward Davis.

Services of the Office of Education to Negroes

Although the Office of Education, under various names, has been in existence since 1867 and has rendered educational service to Negroes in varying degrees, it was not until 1930 that the work was placed on a permanent basis and a person made responsible for extending and integrating the services already begun. At this time, the Commissioner of Education, Dr. William John Cooper, made provision in the budget for the fiscal year beginning July 1, 1930, for a specialist in Negro education, stating in his report for that year, "We hope to secure an outstanding educator of the Negro race to fill this regular place on our staff."

AMBROSE CALIVER

As a result of Civil Service examination the present incumbent, Dr. Ambrose Caliver, was appointed specialist in Negro education in the Special Problems Division of the Office of Education, and assumed his duties on September 2, 1930. The

functions of this new service are mainly concerned with studying special educational problems of Negroes; disseminating information about the education of Negroes; giving advice to and consulting with school officials; facilitating the services which the Office of Education attempts to render; and in various ways promoting the improvement of education among Negroes throughout the country.

The National Advisory Committee on the Education of Negroes was organized for the purpose of advising the Office of Education in the conduct of its services to Negroes. The personnel of this committee was appointed by the Secretary of the Interior, Ray Lyman Wilbur, and consists of 24 white and Negro leaders in the field of education.

The following publications of the Office of Education have resulted from studies made since 1930:

Rural elementary education among Negroes under Jeanes supervisors (Bulletin, 1933, No. 5).

Background study of Negro college students (Bulletin, 1933, No. 8).

Secondary education for Negroes (Bulletin, 1932, No. 17, Monograph No. 7).

Education of Negro teachers in the United States. (Bulletin, 1933, No. 10, Vol. IV.)

Availability of education to Negroes in rural communities (Bulletin, 1935, No. 12).

Vocational education and guidance of Negroes (Bulletin, 1937, No. 38).

In addition, two bibliographies on the education of Negroes have been compiled, and in collaboration with the Statistics Division of the Office of Education, statistics on the education of Negroes have been compiled and published in the form of two bulletins.

Other major projects of this service of the Office of Education include: The National Conference on Fundamental Problems in the Education of Negroes; and 9 national radio broadcasts, presenting addresses by educational leaders of national prominence and music by leading Negro institutions.

Through the publication of bulletins, circulars, and articles; through correspondence, conferences and addresses; and by visits to various institutions and to the offices of State, city, and county school officials, the needs of Negroes have been made known. Effort has been made to promote inter-racial goodwill through addresses at some of the leading educational institutions, such as, Peabody College for Teachers, University of Cincinnati, University of Virginia, Swarthmore College, Columbia University, and George Washington University.

It is believed that the continued collection and publication of information concerning the status of Negro education will furnish the needed material for the formulation of educational policies; and that the promotion of educational activities will finally arouse all the people of our democracy to a higher sense of responsibility in providing adequate educational facilities for the Negro properly to prepare himself for intelligent and constructive citizenship.

Public Education of Negroes

(The following are statements contributed by some of the State Agents of Negro Education, or taken from their reports, of the significant advancements made in their States relative to the education of Negroes in the past two or three years. Editor's note.)

Florida

During the biennium (1936-38) the State Agent has tried to devote his attention to the improvement of instruction in Negro schools. Through several years of visitation and observation of Negro schools and teachers, the State Agent was conversant with the practices and needs of schools and teachers. The practices and needs were somewhat similar in all counties, varying more in degree than in nature. Also, the practices and needs were similar in large schools and small schools, high schools and elementary schools. Consequently, in order to provide all teachers with suggestions for improvement, teachers' meetings were held in the sixty most populous counties each year.

The suggestions given during the meetings were based on practices and needs in the schools. The best qualified people available were requested to participate at the meetings and give suggestions. Needs in the elementary schools were most urgent; hence, they were given most attention. The following topics were discussed: Objectives in Education, Reading, Spelling, Health, Sanitation and Beautification, Organizing and Preparing the Day's Work, and Teaching Materials. The discussions were mimeographed and distributed to all teachers.

(The above was taken from the report of D. E. Williams, State Agent for Negro Education, included in part I of the biennial report of the State Superintendent of Public instruction, 1936-38, entitled ***Educational Progress in Florida).***

Georgia

Effective July 1, 1937, there was initiated in Georgia a public school program which has done much to improve the status of Negro education in the State. Free text books are furnished to all children in both the elementary and the high school departments. A minimum seven months school term, supported by the State, for every school was started. State aid for libraries made it possible for 800 Rosenwald libraries to be placed in the Negro schools the first year the plan was put in operation. The number of Jeanes Teachers was increased from 34 working in 37 counties in 1936-37, to 51 working in 54 counties in 1937-38.

The state aided departments of home economics in the Negro high schools increased from 33 in 1936-37 to 94 in 1937-38. The program in vocational agriculture was also expanded from 45 departments dur-

ing 1936-37 to 76 departments in 1937-38.

The State Department of Education now allots teachers to schools on the basis of attendance during the previous year. As a result of this new system of allotting teachers by the State the number of Negro teachers increased from 6,090 in 1936-37 to 6,522 in 1937-38. It was necessary to send outside the State to secure a sufficient number of teachers with two or more years of college training. These teachers are paid on a state schedule for the minimum term according to the type of certificate held regardless of whether they teach in rural or urban schools.

Special effort has been put forth in curriculum revision in order to make the teaching more life-related and better to adapt the program of the schools to the needs of the children. Before further progress can be made it will be necessary for the State to revise its tax program in order to make available sufficient funds to support the educational program. A state-wide survey of higher education for Negroes has been completed and plans are under way to greatly improve the Negro colleges supported by the State.

—Robert L. Cousins, *Director, Division of Negro Education.*

Kentucky

There have been no spectacular developments in the program of education for Negroes in Kentucky. There has been continuous progress, but retarded by repeated disappointments.

Our problem of teachers' salary differential is on the way to solution. The majority of our districts now have no differential on the basis of race. Those that have it, camouflage it, and are under pressure to correct it. The state average now is essentially the same for colored teachers as for white teachers.

Our colored schools now have as many teachers in proportion to the number of pupils as our white schools have. The average paid for the instruction of colored children in Kentucky is as much as the per pupil average paid for the instruction of white children.

All districts have the same length of term for their colored children as for their white children.

The teacher-training requirements are the same for colored as for white teachers, and as large a per cent of them are college graduates.

The proportion of colored children in high school is ninety per cent of the proportion of white children in high school. The deficiency is mainly in the upper grades of high school. The colored children drop out of high school in greater percentages than do the white children.

Transportation for colored children to school is only half as generally provided as for white children. This condition is being but slowly corrected.

The pupil per capita school building and equipment investment for colored pupils is very far behind that for white pupils, but more progress is being made this year to

correct that than had been made in any one year before.

Supervision of colored schools is neglected. We have more colored supervisors in proportion to the number of teachers, but in most of our 144 independent districts their superintendents devote nine-tenths of their time in-school to their white schools. Half of our colored people are in these independent districts.

Better library service is provided for our white schools than for our colored schools. At that, in a majority of our counties the per pupil outlay of public funds for library service for white rural elementary pupils is less than a nickel a year.

Our school authorities in the state office and in most of our counties and cities want to give educational opportunities to the colored pupils equal to that given to the white pupils, but they do not generally succeed in doing it. The theory of segregation w i t h o u t discrimination won't work.

The program of education for Negroes in Kentucky is limited by the combination of two factors that school administration cannot sidestep or overcome. I refer to segregation (State law) and sparse Negro school population (seven per cent of the state total, and still reducing in farm areas). The second factor makes the first an economically expensive luxury for our white taxpayers and weakens the school program for our colored pupils.

This statement compares our program of education for Negroes with that for whites. Comparisons suggest differences. These differences in public service are embarrassing and inconsistent with the ideals of American democracy, but they are inevitable for the present. The time will come later when we may forget group differences and address ourselves to the problems of general interest.

—L. N. Taylor,
Supervisor of Negro Education.

Mississippi

The most significant happenings in Mississippi during the past two or three years relating to the education of her Negro population:

1. There is a general awakening of public sentiment with reference to the improvement of conditions of the Negro population of the State. Today there is far greater interest on the part of our best white people in improving Negro schools, in getting better teachers, better salaries, better buildings, longer terms, and the improvement of schools generally.
2. The Education Association of white teachers in Mississippi in 1938 authorized the appointment of a committee to study textbooks being used in the State to ascertain what high school graduates, coming out of high school, would know about the Negro after completing their courses of study. This investigation was conducted in two of our white colleges during the summer session. The report was published in the *Mississippi Educational Advance,* also the *N.E.A. Journal.* This has created a great

deal of interest. The same teachers' association, at its annual session in March of the current year, authorized the appointment of a committee to study the whole question of Negro education in Mississippi. It is believed that the work of this committee will have a profound influence in helping to direct the program along safe and sane lines, and also in stimulating greater interest on the part of the general public.

3. There is a tendency on the part of some of our Negro colleges to put their training programs more and more on a functional basis. Gradually, it is coming about that college authorities are learning that education should be directed toward meeting the needs of all the people.
4. The State Board of Education has instituted a program for the establishment of county agricultural high schools for Negroes in the various counties of the state. It has also set up a minimum salary schedule and school term for rural schools. This term is six months and the total salary per year is $170. While it is realized that this minimum is totally inadequate, it is a step in advance of what the State has maintained in the past. It is believed that more will be done in the future.

—P. H. Easom, *State Agent.*

Oklahoma

Both the number of separate schools maintained for whites and the number maintained for Negroes decreased during the biennial period (1936-38). This is considered a sign of improvement. Some of the small and uninspiring separate schools maintained during past years were closed during this biennium and the pupils were transported to better schools in other districts. Several counties have found it much more economical and satisfactory to transport and transfer their separate school pupils to high schools in adjoining counties than to maintain local high schools for a few pupils.

There are 54 districts in Oklahoma in which the Negroes outnumber the whites. The school boards in these districts are composed of members of the Negro race and the district schools are supported by local taxation supplemented by State funds under regulations that apply to all school districts in Oklahoma. In these school districts the Negro school board members employ teachers for the district schools which are attended by Negro children.

Separate schools for Negroes were maintained by the counties during 1937-38 in 474 school districts in which the Negroes were the minority race. These 474 schools with the 54 schools maintained by the Negro districts made a total of 528 public schools for Negroes maintained during 1937-38. This number is 25 less than the number of Negro schools reported during 1935-36, when there were 59 Negro district schools, 139 separate schools for Negroes maintained in the independent districts, and 356 sepa-

rate schools for the Negro children in the dependent schools.

During 1936 there were 55,922 Negroes between the ages of six and twenty-one years enumerated in Oklahoma. The enrollment of Negroes in the public schools during that year was 49,521, which was 88.5 per cent of the Negro enumeration. The enrollment of all Oklahoma pupils was 87.7 per cent of the total enumeration during that year. The 1938 enumeration of Negroes was 53,358 and the enrollment was 48,636, which is 91.2 per cent of the number counted. The enrollment of both white and colored during 1938 was only 89.6 per cent of the enumeration. The Negroes enroll in the schools and attend better than the average of all pupils enrolled, despite the fact that schools are not taught in buildings located in each separate school district.

The list of accredited elementary and high schools for Negroes grows longer each year.

(*The above was taken from the report of E. A. Duke, State Agent, included in the 17th biennial report of the Superintendent of Public Instruction of the State of Oklahoma, 1936-38.*)

South Carolina

In the summer of 1937, we held in Greenville a summer school for 40 teachers from the one- and two-teacher colored schools of Greenville County. We carried these teachers out four miles to a one-teacher school where the teacher taught the children using the activity method. The child was the center of interest. The school was held for two hours each day for six weeks. After school, each day, the teachers made materials that were related to the things taught, and discussed the methods used.

J. B. FELTON

This project was so successful that we used it in 10 summer school centers in 1938, where we invited 10 teachers from each county from the one-, two-, and three-teacher schools from the 46 counties. These teachers were all hand-picked. The results were in general good, and the teaching that followed during this school year has been far in advance of preceding years.

To carry this idea further, we held a conference in Greenville of the presidents, deans, and heads of Teacher Training Departments of the colored Colleges of South Carolina, so that they might have the opportunity of seeing teaching in a

child-centered school, as well as the traditional type school. The contrast was so marked that the opinion of the group was that children "learn by doing," and most of the colleges will inculcate this type of teaching in their teacher-training departments.

In order to keep children in school, the school must hold the interest of the child, rather than force him to attend. In my opinion, the child-centered school will be a big factor in solving this problem.

—J. B. Felton, *State Agent*

Tennessee

The most significant development in the education of Negroes in Tennessee has been the raising of the salary schedule for elementary teachers. Eighty-two counties last year took advantage of the Tennessee Equalization law which provides that if a county receives a certain sum of money, based on tax rate on property and other sources of revenue, the State will provide what is needed beyond that for an eight month's school term in the payment of teachers on a salary schedule provided by the State. Tennessee has an eight month's school term throughout the State, and in the 82 counties just mentioned, the teachers in elementary schools receive salaries based on training and experience, regardless of race. In the 13 counties not listed as equalizing counties, the salaries of Negro teachers are above the average of the salaries in the 82 counties taking advantage of the equalization fund, although in some of these 13 counties the salaries of Negro teachers do not average as high as the whites.

A standardization program for elementary schools has been in progress in Tennessee during the past two years. This program has meant much in the Negro schools because in order to be qualified a school has to meet certain standards set out by the State Board of Education. During the first year of standardization 18 Negro schools were standardized. During the present year 149 schools have been standardized. During this same year 230 white schools have been standardized. Sixteen per cent of the Negro schools are classified. Five per cent of the white schools have been classified.

We are very proud of the progress that has been made in Tennessee as the result of the Improvement of Instruction program, in both the white and the Negro schools. In study groups promoted by the Division of Negro Education during the past year, more than 90 per cent of the teachers of the State participated. The superintendents and other officials have been very complimentary of the improvement made along this line.

We have a nine month's school term for all high schools in Tennessee. It is against the law for any high school to operate and receive state public funds without being approved. This means that all the high schools of the State have been approved after a thorough inspection.

The Tennessee State College for Negroes receives exactly the same appropriation as other colleges operated by the State Board of Edu-

cation. The faculty has been improved and the offerings are more nearly meeting the needs of the students than every before.

—W. E. Turner,
Director of Negro Education.

Virginia

Negro schools in Virginia are being developed to the end of meeting the needs of Negroes. The program for improving the work of the schools includes experiences in practical arts, industrial arts, and fine arts, as well as experiences involving the development of citizenship and character. In order that all children may have equal opportunity to become contributing members to Virginia culture, efforts are being made to enroll in school every Negro child of school age, to keep him in regular daily attendance, and to improve the kind of instruction that he gets while in attendance at school.

One very serious problem in the education of Negroes is the fact that of 214,597 Negro children of school age in Virginia, according to the 1935 school census, only 154,330, or 74 per cent, were enrolled in school during the session 1937-1938. The average daily attendance was only 124,974 children, or 58 per cent of the census. This means that 26 per cent are not enrolled and nearly half of those of school age do not attend school. Therefore, in the program for the supervision of the education of Negroes concerted efforts are being made to: 1. Enroll all children of school age, 2. Increase attendance, 3. Improve instruction.

School officials in all parts of the State are rapidly recognizing the desirability of increasing and expanding educational facilities for Negroes. Evidence of substantial gains made is shown by the large number of school buildings for Negroes under construction, the adoption of the nine months' school term by practically every county in the State, the extension of supervision into several new counties, the employment of teachers with higher qualifications, increased enforcement of the compulsory attendance law, more and richer instructional materials, the extension of high school facilities, and a substantial expansion in transportation for Negro pupils.

A study of Transportation of Public School Pupils in Virginia, made during the session 1936-1937, shows that in 76 counties, 8,600 Negro pupils were transported in 214 buses at a total cost of $114,877.90. Of this amount spent on Negro transportation, $84,929.68 was appropriated from public funds and $29,948.22 was expended by Negro patrons.

A social-economic study of Negro life in Virginia is at present being conducted through the office of the Supervisor of Negro Education. This study is designed to show the relation to the educational program of social ideals, the organized social life of Negroes, and their economic conditions. The study deals not only with existing conditions, but it provides implications for improvement of those conditions and points the way for a long term program for the extension of educational facil-

ities and for the improvement of instruction in the Negro schools of the State. Numerous requests have already been received from superintendents and other school officials for data secured as the result of this study, and because these data were available educational facilities for Negroes already have been greatly improved in several school divisions in the State.

There are 107 Negro schools offering high school work. Fifty-four of these schools are accredited, seven are qualified, and two are certified by the State Department of Education.

In some counties that have a small Negro population provisions are made whereby several counties may cooperate in the establishment of regional high schools. In the development of Negro Education, the old county training schools are being expanded into high schools with broad programs of general education and vocational education, including trade and industrial education, vocational agriculture, and vocational home economics.

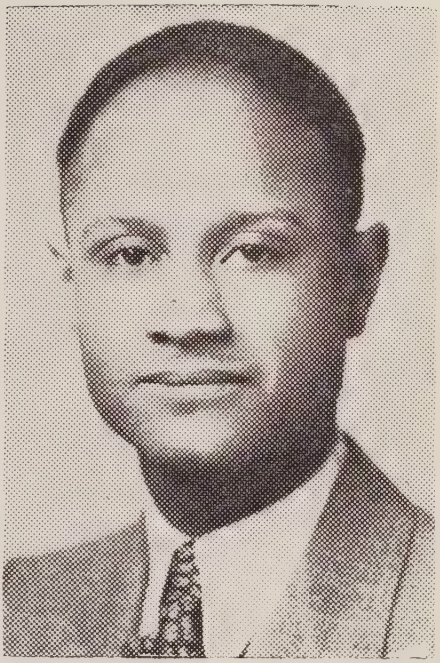
—Fred M. Alexander,
State Supervisor of Negro Education.

Missouri

Teachers' salaries, while showing favorable progress, are not yet adequate in most instances.

Seventy-four per cent of the total Negro rural school enumeration are provided with school facilities; 9 per cent are in districts which transport pupils.

Secondary Negro schools are now emphasizing vocational education.



ROLAND L. WIGGINS

Over a five-year period the number of high school districts furnishing school facilities increased 3.9 per cent; the enumeration increased 4.2 per cent. Inversely the enrollment decreased 3.3 per cent and the average daily attendance decreased 3 per cent.

Local school districts, with the aid of the State Department of Education and the Federal Government, have been continually launching building programs during the past few years, utilizing several millions of public funds.

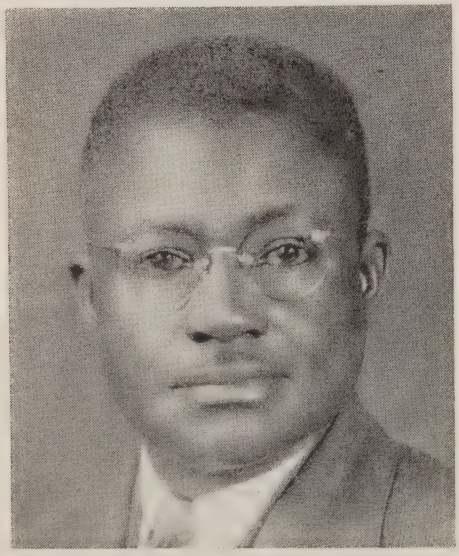
(*The above material was taken from "Four Years of Progress with Missouri Public Schools for the Negro," 1939, prepared by Roland L. Wiggins, supervisor of Negro schools.*)

Progress in Land-Grant Institutions For Negroes

(The following statements of the significant recent advancements made in the land-grant institutions for Negroes were contributed by those institutions. Editor's Note.)

State Agricultural and Mechanical Institute
Normal, Alabama
J. F. Drake, President

(J. F. Drake, has been president of the Institute since 1927. Previously he has served as a junior and a senior high school principal, dean of the junior college of Alabama State Teachers College, and State supervisor of adult education. He is a member of the Advisory Committee, NYA of Alabama.)



J. F. DRAKE

The Institute has grown externally and internally during the past three years. The college enrollment increased from 231 in 1936-1937 to 344 in 1938-1939, with 209 freshmen. Externally, two additions totaling 40 rooms and costing $30,000 have been added to a boys dormitory; three rooms have been added to our laboratory school; a new barn, several brooder houses, a creamery, and in addition an International Farmall Tractor have been added to the agriculture department; paved sidewalks were added to the campus in 1936-1937; two faculty homes with values of $3,000 each have been constructed. At the present time a W.P.A. project, including an athletic field and field house costing $80,000, is under construction.

Internally, the Junior College has maintained its "A" rating with the Southern Association of Secondary Schools and Colleges. The third or Junior year has been added to the college curriculum. The president has studied the problems of his college and has earned the Ph.D. degree from Cornell University. Teachers not engaged in summer school work are seeking advanced training and qualifying for advanced degrees. The members of the faculty have engaged in an intensive study of the school's cur-

riculum, and have also participated in a general curriculum study sponsored by the State.

The division of Teacher Training pioneered a movement in off-campus practice teaching in 1936-1937. Two groups of junior teachers worked in county schools participating in the actual rural community problems for a period of three months.

The Cooperative Agriculture Extension Service, the T.V.A. and the C.C.C. are cooperating with the institution in carrying out a five year plan in soil conservation and land utilization. Aeroplane views of the land have been made, and plans made for the future. Farm personnel has been increased from three to six workers in the past three years.

Through a grant of $10,000 by the General Education Board, new equipment has been provided in printing, leather industries, woodworking and tailoring. The latter includes a complete cleaning plant. New equipment has also been provided for the home economics division, including two foods laboratories and two clothing laboratories.

The entire college program is integrated into community life through a director of community organization who coordinates the training program of the Tennessee Valley Authority with the adult education program of the college. Night classes in tailoring, home economics, low-pressure engineering and recreation are offered employees of the T. V. A., members of their family, and other interested persons in Huntsville and adjoining communities.

Agricultural, Mechanical & Normal College
Pine Bluff, Arkansas
John B. Watson, President

(John B. Watson has been president of the College since 1928. Previously he has served as a teacher at Morehouse College, and as president of Leland College. He is a member of the Arkansas Farm Tenancy Commission, and president of the 13,000 acre South Bend Plantation.)

JOHN B. WATSON

Ten years ago the College consisted of a mere handful of wooden structures, a relatively small group of students coming largely from the various sections of the State, and offered no work above the junior college level. Emphasis fell primarily upon the work at the secondary level where by and large the students were registered. The picture has changed. Today the College is a fully-certified, completely-

equipped four-year college. The plant (exclusive of the six frame structures on the farm) consists of twenty new brick structures, and is valued above one and one-half million dollars. A government grant in 1935 and another in 1938 account for twelve of the twenty structures on the campus. The growth in the physical plant has gone hand in hand with the growth in enrollment figures.

The college enrollment, 36 in 1929, has doubled itself many times and stands today at 435 students drawn from 17 states. Practically every member of the College faculty holds an advanced degree from some one of the leading American Universities. The Bachelor's degree is offered in eight departments and a full program of extra-curricula activities is sponsored. Recently the college was admitted to membership in the Association of American Colleges.

The president's program aims to illuminate the rural areas of the State, to prepare men and women to do better the things they are going to do anyway, and to lay a broad foundation necessary for those who may wish to pursue advanced study.

State College for Colored Students
Dover, Delaware

Richard S. Grossley, President

Measured in terms of service to the community it serves, State College for Colored Students is unobtrusively molding a program that points forward to a realization of a continued growth toward the attainment of its educational objective. Since changing social and economic trends demand corresponding changes in educational philosophies, State College has engaged itself during the past school year in evaluating its present approach to educational problems, and re-interpreting its program in accord with the actual needs of the students. As part of this program Dr. L. Thomas Hopkins of Columbia University conducted, for the entire year, an extension course in Curriculum Development in which was enrolled not only instructors and senior students of State College but a majority of the elementary teachers throughout the central and southern sections of Delaware. During the past two years the programs in Home Economics and Agriculture have been reorganized and adjusted to the revised plan for Vocational Education as approved by the State and Federal Government. The Elemen-

RICHARD S. GROSSLEY

tary Education Department continues as the major training school for elementary teachers of the State. Indicative of growth is the twenty-two percent increase in the enrollment for the current school year. Extended programs and student body suggest extended physical resources which must come forth soon in order to carry on effectively the type of service that will adequately meet the need of all.

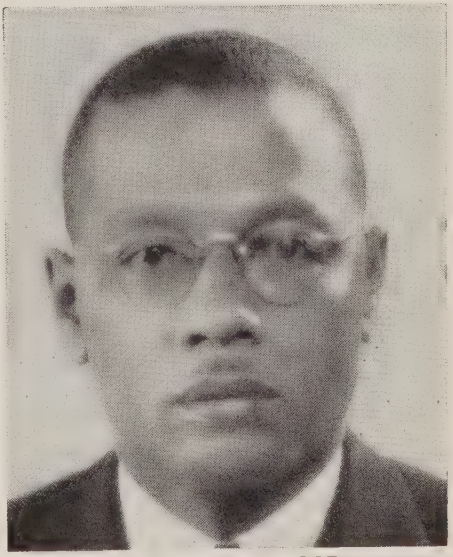
One of our major objectives is to make the entire program of State College contribute to the wholesome living, normal development and orderly advancement of the youth whose lives are touched and conditioned by its environs, offerings, opportunities and influences.

Kentucky State Industrial College
Frankfort, Kentucky
Rufus B. Atwood, President

(Rufus B. Atwood has been president of the College since 1929. Previously he served for six years as dean of the School of Agriculture, Prarie View State College. He was president of the Kentucky Negro Educational Association, 1933-35, and president of the Negro Land-Grant Colleges Association in 1938.)

The College, not dependent alone on this criterion, is proud of its physical plant. Besides noteworthy improvements in the equipment of various departments, especially science, several buildings have been erected during the past few years, or are under construction: a dormitory for men, two dormitories for women, domestic science training cottage, new dining hall, and a new power plant.

Other concrete evidences of progress in Kentucky might be the merging of state collegiate educational institutions. The junior college at Paducah was merged with the four year college at Frankfort with highly gratifying results. The need for vocational education on a sub-college level is being capably met at Paducah. The enrollment of the College has increased to over 600 students, with corresponding additions to faculty and library facilities, and recognition by the Southern Association of Colleges as an "A" class institution.



RUFUS B. ATWOOD

The quality of the faculty has been a constant source of pride to the college and its friends. With virtually all members engaging in some type of advanced study, the average faculty training level is

above the master's degree with a number of doctors. Not only as measured in graduate years of training, the scholarship of the faculty is attested by the number of research articles, ranging from school administration to objective sciences, which have earned their authors broad recognition. Evidence that students are not ignorant of the ability and devotion of the faculty was very objectively illustrated recently in a study of the student reactions to the instructional faculty made by the registrar's office.

In extra-curricular activities nothing need be said of athletic teams; their records are known nationally. The prominence of their accomplishments should not obscure the well-rounded program for all students. Besides five national fraternities and sororities having undergraduate chapters on the campus, the various departmental clubs, an honor society, debating, dramatics, journalism, Christian organizations which take active part in state and national conferences, and student self-government opportunities are entered actively and enthusiastically by a majority of persons enrolled at the College.

Southern University
Scotlandville, Louisiana
Felton G. Clark, President

(*Felton G. Clark succeeded his father as president of the University in 1938. He formerly taught at Howard University and Wiley College, and was Dean of Southern University. In addition to being the youngest of Negro college presidents, he serves on the editorial staffs of several educational publications, has shared in directing national projects of the Office of Education, and holds membership in several general and technical honorary and professional societies.*)

Significant developments in the program of Southern University during the past two or three years reflect an awakened State-wide public conscience with respect to the advanced training of Negroes in Louisiana.

FELTON G. CLARK

The Southern University of today, which has existed slightly more than two decades, has seen many of its hopes crowned in the past few years. Among other things have come an "A" rating by the Southern Association of Colleges and Secondary Schools; a combination State and Federal building program of one and one quarter million dollars (bringing additions to a

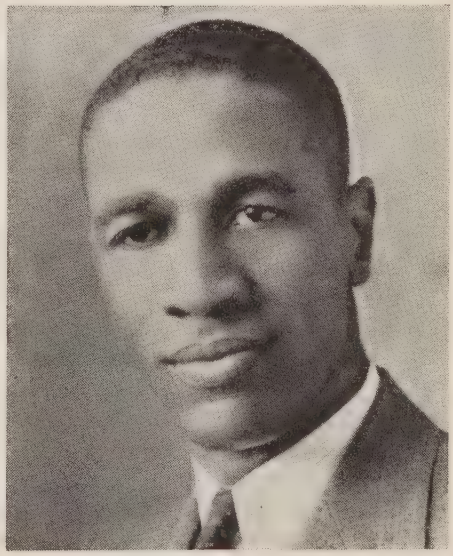
plant already valued at more than a million dollars); a campus resident student-body of more than one thousand; a modest pride in alumni manifest in active support of significant alumni-sponsored projects; public recognition and acclaim of the fact that the University does more to make for a better understanding among Negro and white groups in the State than any other factor or factors; and, evidences of the fruition of a philosophy that publicly-supported colleges for Negroes should prepare Negro citizenry for *leadership* in the *several* fields of endeavor which will mean a *full, sensible* and *happy* life for them. In the fields of public service, Southern graduates are in constant demand—and, modestly, lead the State.

Added to the above significant developments in recent years must be one specific and personal factor: The State has recently retired, on salary, the founder and primary developing force of the New Southern University—now President Emeritus J. S. Clark.

Aided by the constant support of Superintendent T. H. Harris, and the State Board of Education, these three have constituted a triumvirate which has given Louisiana a Negro college of which the State's most representative citizens, white and Negro, refer to with pride—especially in recent years.

Alcorn A. & M. College
Alcorn, Mississippi
William H. Bell, President

(*William H. Bell has been president of the College since 1934. Previously he served on the faculty of Langston University as dean of men, professor of social science and director of summer school; and as dean and director of summer school at South Carolina State A & M College. He is a member of the Mississippi Council on Inter-racial Cooperation, the Commission on Inter-racial Cooperation, and the Advisory Committee, NYA of Mississippi.*)



WILLIAM H. BELL

During the past few years every possible effort has been made to improve the instructional program and expand and develop the physical facilities of the College. In 1935 there were 40 faculty members, with eight holding the master's degree. To date there are 52 faculty members and 23 hold the master's degree. Several others have met the requirements for this degree, and one faculty member is on leave of

absence this year. Many have done work beyond the master's degree. Teachers' salaries have been raised 25 percent since 1935.

In order to meet an urgent need and broaden the range of occupational opportunity for our graduates, two new departments have been set up—physical education, and business administration — and one division reorganized—mechanic arts—the two latter offering courses of study leading to the bachelor of science degree.

In order to encourage ranking high school graduates to do their college work here, in addition to providing a highly trained faculty and first-class equipment, the college awards each year one hundred $50.00 cash scholarships to high school graduates finishing with at least a "B" average. These scholarships are placed in accredited high schools only, and the winners must be recommended by the principal and faculty as to scholarship and potentialities for future usefulness and leadership. Then, too, to further stimulate higher standards of excellence on the part of the students in academic work, a point system for participating in co-curricula activities has been instituted and a student with two or more failures may not take part in any of these activities, being on probation until the next periodic examination.

The following short courses are held for non-residential groups each year: 4-H Club boys and girls, Mississippi Unit of the New Farmers of America, Institute for County Teachers, Teachers of Vocational Trade and Industrial Education, and this year an Institute for Rural Ministers.

Many improvements have been made in the physical plant. All buildings have been renovated inside and outside and painted, and many have been relocated to harmonize with the general outlay of the campus. The campus has been landscaped and shrubbery and flowers planted. The sewage and water systems have been extended to take in the entire college campus. New machinery has been placed in the power plant and laundry. The library has been enlarged to twice the original size and approximately 4,000 volumes added. A new PWA dormitory for girls is being constructed now and will be ready for use next session.

The Board of Trustees recently approved a budget of $600,000 for the next biennium for further developing the various programs of the college.

Tennessee A. & I. State College
Nashville, Tenn.
W. J. Hale, President

(W. J. Hale has been president of the College since 1912. Previously he was a high school principal. He is the founder and president of the Tennessee Inter-racial League. He was granted the Harmon Award in Education in 1930; has membership in N.E.A. Committee on Negro Education, International Advisory Committee on Education; and is honorary president of Tennessee State Association of Teachers in Colored Schools.)

W. J. HALE

The past five years have been characterized by phenomenal growth in physical plant, size of student body, and in the qualitative improvement of curricular and extra-curricular offerings. Among the physical improvements may be included the erection of a new field house and athletic field, the completion of a system of roadways and walks, the building of three mirror lakes, the erection of tennis courts and a play field, the renovation of the president's residence, the erection of agricultural housing projects and the beginning of a new library and apartment house for teachers. During 1937 a $10,000 Kilgen pipe organ was installed and during 1938 the auditorium was equipped with sound movies.

The student body for 1938-39 included representatives from 30 states, as well as foreign countries. For the past five years the institution has stood second among Negro colleges of the country in size of enrollment and number of college graduates.

The curriculum has constantly been improved by the addition of literary and vocational subjects and by the strengthening of the teaching staff. Comprehensive examinations are required for graduation, together with a project, which serves to integrate the work of the major department. In the past two years the institution has been organized on a Junior-Senior College basis, with general education being emphasized in the lower division and specialization in the upper division.

Members of the staff are constantly making contributions to the literature of their field in the form of articles, monographs and textbooks.

The institution has chapters of all national Greek-letter social organizations, as well as of the national journalistic fraternity and the national scholastic fraternity.

Prairie View State N. & I. College
Prairie View, Texas

W. R. Banks, Principal

(W. R. Banks became Principal of the College in 1926. Previously he was a school principal and later President of Texas College. He is a member of the Board of Trustees of five Negro colleges, and is chairman of the Executive Committee of the National Conference of Land-Grant College Presidents. He has recently served as president of the Conference.)

During the session 1936-37 the College instituted the practice of requiring all candidates for graduation in the Divisions of Agriculture, Home Economics and Mechanic Arts to pass a general practical test of skills in their field.

During the session 1937-38 the College began the practice of requiring all graduates in the Divisions of Agriculture, Arts and Sciences, and Home Economics to do apprenticeship teaching off the campus in some rural, town, or city school for a period lasting from four to eight weeks. Students doing apprenticeship teaching work are as nearly as possible under actual teaching conditions and situations with minimum of supervision from the College proper.

During the session 1937-38 a Special Committee on English Usage recommended, and the Administration approved, that all students of the junior and senior classes should show a minimum standard of English usage performance in all their written work. This minimum standard requirement would take the place of a course in corrective English. Teachers in all departments and divisions submit to this English Usage Committee a minimum of two papers per semester from all students reported to them as being in need of special assistance in their English usage. These students are known as "Clinic English Students."

Beginning on a modest level during the Summer of 1938, graduate work at Prairie View was added in the fields of Agriculture, Educational Administration and Supervision, Rural Sociology, and Rural Economics. The purpose of graduate work is to provide for the immediate needs of persons interested in the fields mentioned above who are unable to pay for such training outside of the State.

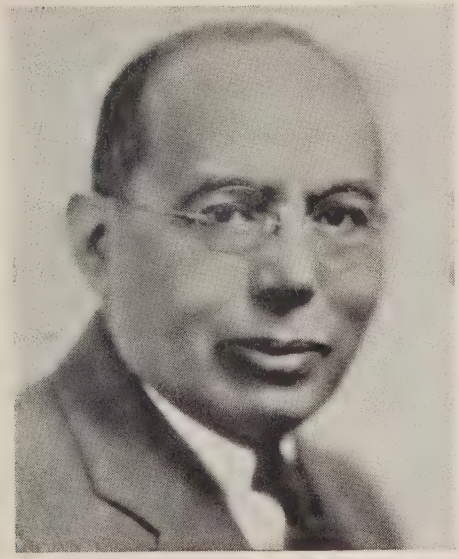
The Division of Agriculture and the Department of Music have begun experimenting with comprehensive examinations as a partial test for fitness of their students for graduation. If the practice in these two divisions contributes anything to our general program, it will be gradually extended to all divisions and departments.

Annual conferences have been held since 1937 for the purpose of studying and improving community programs by means of joint effort of all agencies concerned. These conferences have the sympathy and active support of the State Department of Education. Persons represented at the conferences have included County Agricultural and Home Agents, County Nurses, Ministers, Jeanes Supervisors, Teachers of Vocational Education in Agriculture, Home Economics, and Trades and Industries.

Virginia State College
Ettrick, Virginia
John M. Gandy, President

(John M. Gandy has been president of the College since 1914, after having been a member of the faculty from 1898 to 1914. He was granted the Harmon Award in education in 1929. In 1932 the Alumni Association of the College financed his trip to Europe in appreciation of his

career as a teacher and an administrator.)



JOHN M. GANDY

"When dreams come true" could best describe the extensive building and modernization program which, during the past two years, has transformed the vision of administrators into an attractive, well appointed campus. To its already modern physical plant, the College had added a unit of five brick buildings: Virginia Hall, class-room-administration building, with an adequately equipped stage and a beautifully decorated auditorium, seating 1740 persons; Colson Science Hall, which structure, housing the departments of natural and physical sciences and the department of mathematics, has scientific equipment and facilities available for experimentation and research; Johnston Memorial Library, which has 25,000 volumes; Sims Industrial Building, home of the division of Mechanic Arts; and the John Mercer Langston Hall, a dormitory for men.

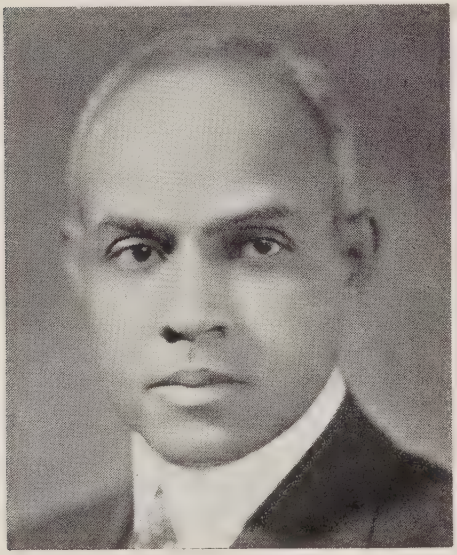
An increasing yearly enrollment, which reached 1,077 during 1938-1939, embraces the District of Columbia and 23 States, ranging from Massachusetts to Texas and extending to Oklahoma. Virginia sent 678 students, averaged 63 percent of the total registration. New Jersey, Pennsylvania, and New York ranked next.

Significant attainment has been made by the faculty. Of a teaching personnel numbering 76, there are six with the Ph.D. Degree, with one additional professor having just recently been notified of the acceptance of her doctorate dissertation. Four other faculty members have completed residence requirements for the doctorate. There are 46 faculty members who hold the master's degree; 22 who hold the bachelor's degree, most of whom have credits on the master's degree. Capable in their respective fields of specialization, these men and women impart knowledge, tools, and skills vital to persons living in a modern, dynamic society.

West Virginia State College
Institute, West Virginia
John W. Davis, President

(*John Warren Davis has been president of the College since 1919. Previously he was a teacher and the registrar of Morehouse College, and executive secretary of the 12th Street branch of the Y. M. C. A. in Washington, D. C. He is a mem-*

ber of the Commission on Institutions of Higher Education of North Central Association of Colleges. In 1926, he was granted the Harmon Award in education.)



JOHN W. DAVIS

Some of the items of progress are:

1. The enrollment of the college has increased from 27 in 1919-1920 to an all time high of 857 in 1938-1939, for regular session.
2. A year-round service has been developed with a summer enrollment of teachers-in-service and regular session students.
3. A significant beginning has been made in off-campus service through extension work for teachers-in-service.
4. The agricultural, home economics and mining extension work of the college serves an urgent need in the State. This service began in 1937.
5. There has been assembled at the college a faculty of well-trained persons from the best universities of the country.
6. A building program has been conceived and partially executed.
7. From 1920 to 1930, eight standardized and recognized curricula were developed and established, beginning with the liberal arts and science curricula in 1920 and expanding through the establishment and systematization of specialized curricula and the final abolition in 1930 of the last two-year curriculum.
8. During the period 1927-1932, recognition of the work of the college by established accrediting agencies was obtained. The North Central Association of Colleges in 1927; American Medical Association, 1929; the University of Illinois, 1929; the State Department of Education of New York, 1932.
9. The influence of the college has spread through membership of the officers and faculty members on state and national committees, through their participation in state and national conferences, and through publication of studies made by members of the staff.
10. Changes in organization and administration, according to best current practices, have been made in the separation and establishment of subordinate laboratory education school; establishment of the

registrarship as a separate office in 1927; building an up-to-date library from 1925; inauguration of comprehensive examinations, 1931; requirement of course syllabi, 1932; reorganization of the college into divisions of lower level courses and upper level courses, 1936.

11. In 1938 the State of West Virginia authorized West Virginia State College to develop, organize and supervise a 4-H camp for Negroes. 600 acres of land have been purchased for the 4-H camp site and plans are now in progress for its early development and occupancy. When completed, this will be the only 4-H camp for Negro boys and girls in the United States.
12. A cooperative plan of teaching worked out with Ohio State University through which the services of outstanding teachers of this university are used in the summer session of West Virginia State College. This effort was initiated during the summer session of 1938.
13. A more recent item of progress which began in May of this year is the Educational Exposition held in connection with the Annual Founders' Day celebration. The purpose of this movement is to stimulate self-help among the Negroes of West Virginia through exhibiting their creative and productive efforts in special exhibit halls on the campus of West Virginia State College. The initial effort of this Exposition has proven to be a huge success, and will be held as an annual event in connection with the Founders' Day celebration of the college.

CIVIL SERVICE EXAMINATIONS ANNOUNCED

The United States Civil Service Commission has announced open competitive examinations for the positions named below. Applications must be on file in the Commission's office, Washington, D. C., not later than July 3 if received from states east of Colorado, and not later than July 6 if received from Colorado and states westward.

Assistant chief nurse, $2,000 a year, St. Elizabeth's Hospital; Director of nursing school and superintendent of nurses, $2,300 a year, Freedmen's Hospital; Department of the Interior. Appointment is to be in Washington, D. C., only.

Senior field assistant (entomology), $2,000 a year, junior field aid (entomology), $1,440 a year, under field aid (entomology), $1,020 a year, Bureau of Entomology and Plant Quarantine.

Full information regarding these examinations, and application forms, may be obtained from the Civil Service Commission, Seventh and F Streets, N. W., Washington, D. C.

American Teachers Association

CARRINGTON L. DAVIS, *Editorial Representative*

***(The National Educational Outlook Among Negroes* serves as the official organ of the American Teachers Association)**

STATEMENT BY THE PRESIDENT

Now that the term of the present administration of the American Teachers Association is rapidly drawing to a close, it might not be amiss to review briefly such efforts as have been made through this Association to promote the educational interests of Negroes, especially as those interests are affected by public policy, and to note further such steps as have been used in this undertaking.

It will be recalled that at the beginning of the present administration, certain definite factors with reference to public policy were pointed out. It will also be recalled that most, if not all of these policies, involved discrimination or inequalities as between the Negro group and other groups, in which the former was uniformly the sufferer. And further it will be recalled that the American Teachers Association went on record in its expression of a desire to cooperate with any and all agencies whose program was an *equality of educational opportunity.*

Among the policies noted for correction or modification should be mentioned the following:

1. Inequality in length of school terms as between schools for whites and schools for Negroes;
2. Inequality in character of buildings used for school purposes as between the two racial groups;
3. Inequality in books, equipment and supplies in their proportionate relationship respectively, to the white and Negro school populations;
4. Inequality in the money allotted for the transportation of children to school centers;
5. The failure to review certain types of textbooks used in public schools for the purpose of seeing to it—first, that unfair treatment of themes, dealing with the Negro group should not be included on the one hand, and that on the other, a fair and accurate state-

ment should be included of such contributions as the Negro has made to American economic and cultural life;

6. The all-important question of a reversal of the policy of inequality in salaries of teachers based on other considerations than preparation, efficiency and length of service.

One can readily see therefore, that the American Teachers Association dedicated itself and its present administration to a program that has for its aim, the realization of a real democracy in education—a democracy in which an equal opportunity shall be offered to every boy and girl to develop such talents as are in their possession, to the highest possible degree.

It should be noted also that it was not the notion of the Association that a program of this sort could be more than begun during a single administration. It was intended rather to serve notice that from now on the aid of the American Teachers Association might be sought wherever inequality in educational opportunity obtains; that the Association will constantly seek in an intelligent manner to win over to its conception of democracy in education, however slow it may be done, all those sections of our nation in which the dominant groups have not yet accepted the justice and wisdom of providing equal educational opportunity.

No attempt will be made in this brief statement to enumerate, for example, the several steps that have already been taken in an effort to give universal application to the principle of equal pay for equal service. It is sufficient to note that in the State of Maryland, a number of counties have already equalized the salaries of all teachers on a democratic basis, and that in such counties as have not already equalized, steps are being taken to bring the situation before proper judicial review. It is also interesting to recall that in the adjoining State of Virginia, steps have already been taken, looking to equalization of salaries and that funds have been raised for that special purpose.

In fact, it might be of sufficient interest to the general reader to observe that in a state as small as Maryland, with its limited number of Negro teachers, between two and three thousand dollars have already been raised for the special purpose of bringing to pass a state-wide policy of equalization in the salaries of teachers. Likewise information has come from the States of Florida and Alabama that similar movements have already been initiated and that an intelligent approach to the realization of this policy is already under-way.

It seems safe to mention that few things of more heartening character could be thought of than the new hopefulness and efficiency that merely consorting with the idea of equality in pay is bringing to the

rank and file of educational workers in our less democratic sections. As has been demonstrated in Maryland, equality of pay is immediately followed by improvement in many of the other backward policies with which less progressive communities are identified . . . as for example, in the State of Maryland, equal length of school term for all children without regard to race or color is now a reality.

In addition to this, considerably larger sums of money than before have been appropriated for the transportation of Negro children to school centers. Then, too, better buildings and better equipment are gradually being provided. These facts should furnish for teachers in other areas where similar disabilities obtain sufficient evidence of the wisdom of initiating the program of equality of educational opportunity by the attempt to secure equality in the matter of salaries.

Now, it would not seem necessary to point out the fact this spreading movement looking ultimately to equality in all educational opportunities owes much of its impetus to the pronounced program of the American Teachers Association, and throughout the year an attempt has been made by conducting the activities of the Association with the carefully planned procedures of competent counsel, representing the equalization movement of the National Association for the Advancement of Colored People. Through such cooperation there has been such marshalling of forces as would otherwise have been impossible, and inasmuch as the last session of the Association allocated a part of its income for use by the N.A.A.C.P. in order that this equalization program might be realized there seems to be ample justification for the expectation that the ultimate realization of equality of educational opportunities is not discouragingly removed.

To whatever items of educational importance the Association may dedicate itself, it seems safe to predict that it will not retreat from this effort of democratizing education in this nation until its program shall have been realized.

In all probability it will be conceded generally that one of the vital problems with which educators, in our group or any other group, of pupils in institutions provided for public education are concerned is that of *character development.* With the new social attitudes toward many of the conventions of an earlier period, as a result of which the whole problem of conduct has become a pressing one, it not only does not seem amiss to give definite and earnest consideration to the question of character development, but would rather seem pressingly imperative, if society shall preserve those best things that it has developed through centuries of toil, suffering and reflection. Indeed, the problem of finding a proper means through public education for the development of satisfactory character appears as one matter of paramount importance. It is for this reason

that the Annual Convention of the Association has set as the theme for its meeting at Atlantic City "The Role of the School in the Formation of Character." Around this theme a program of general addresses and most interesting series of departmental meetings will be arranged. Persons who have given long and earnest thought to the problem of Character Development through educational agencies will give the Association the benefit of their thought and experience. It may be termed a "conservative prediction" that this meeting will be characterized by a series of discussions, certainly not less important and valuable than those of any session that has preceded it.

Educational workers and others who are planning to attend this meeting are advised to make early application for accommodation in order that satisfactory locations may be secured. The local committee at Atlantic City has been busy since the closing of the last session at Tuskegee, working out a program for the comfort of all visitors in order to make the sojourn in that city, an unusually pleasant one. All that is necessary in order to make proper arrangements is to communicate with the Negro Board of Trade or with Mr. T. Montgomery Gregory, Principal of the local school and President of the New Jersey State Teachers Association. The meeting will be characterized also by exceptionally interesting and inspiring musical programs. As a matter of fact the four days have been so planned that every person who attends the Convention should be fully repaid for his visit.

Information has already come to us that large numbers of members will be present from sections considerably distant from the place of meeting. It would seem reasonable therefore to conclude that even larger numbers of teachers and others interested both in the problem of equalization of educational opportunities and the development of satisfactory character through the processes of public education, may be expected. Every man and woman who is interested in contributing to a program, the purpose of which means real democracy in education in our nation, and the utilization of all forces, whether directly or indirectly, that will promote increasingly satisfactory character, are urged to attend the Thirty-sixth Annual Convention of the American Teachers Association at Atlantic City beginning July 25th.

CARRINGTON L. DAVIS, *President.*

AGENTS WANTED

It is possible to earn substantial sums under our Special Agency Plan for introducing The National Educational Outlook Among Negroes to your friends, neighbors, acquaintances and the professional residents of your town. Complete details will be promptly mailed to those interested. Address the Circulation Manager in care of this magazine.

Let Freedom Ring

(We present to our readers the statement by Edward Bruce, Chairman of the Marian Anderson Mural Fund Committee, and the comment by Frank S. Horne with the hope that they will join in such a notable movement.—EDITOR'S NOTE.)

When Marian Anderson sang "America" in front of the Lincoln Memorial on Easter Sunday, Freedom rang triumphantly throughout the land. In order to capture for posterity, the solemnity, grandeur and challenge of that moment, the Marian Anderson Mural Fund Committee is seeking to raise money for a mural painting of that unforgettable scene.

Because Miss Anderson in her person and in her art is a symbol of what can be done in America despite racial discrimination and other handicaps, and because as a person and as an artist she is worthy of emulation by our youth, the committee is appealing to young people of America to contribute through their varied organizations, pennies, nickels and dimes to the Marian Anderson Mural Fund.

The Honorable Harold L. Ickes, Secretary of the Interior (himself a member of the committee), has given assurance that the mural, when completed, will be accepted and installed in the Department of Interior, Washington, D. C. Commemorating Miss Anderson's great triumph, this work of art will be a lasting memorial of the American people's response when their basic democracy was challenged.

Every cent contributed to this fund by Young America will be used solely for the mural to be executed by the winner of a national anonymous competition open to all American artists and conducted by the Section of Fine Arts of the Treasury Department. Expenses of Administration will be borne by the sponsors of the fund.

In order to complete this project without delay the committee urges a prompt response. Please send your contributions to Mr. Jesse H. Mitchell, Treasurer, Marian Anderson Mural Fund, Industrial Bank of Washington, Washington, D. C.

MARIAN ANDERSON MURAL FUND COMMITTEE,
EDWARD BRUCE, *Chairman.*

Here, indeed, is a rare opportunity for Negro teachers and pupils to share a distinctly American experience. Freedom is the product of struggle and sacrifice. To be really free, Negroes, like all free people, must first strike off their own chains. Marian Anderson has not only freed herself by her own toil and sacrifice but when she stood and raised her full-throated voice at the feet of the brooding Lincoln, she struck a resounding blow at the chains on the feet of American Democracy. For one fleeting, magic moment the forces of slavery and oppression were in full

flight before the phalanxes of freedom. Let us preserve for posterity this deathless moment. By making this mural possible, Negro pupils and teachers may erect an everlasting memorial to freedom and democracy and the eternal triumph of beauty that knows no race or creed or color.

—Frank S. Horne

Tips to Teachers

An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.

The Advisory Committee on Education

Two recently published studies prepared by the research staff of this Committee are: *Education of Children on Federal Reservations* (25c), by Lloyd E. Blauch and William L. Iversen, which deals primarily with those Federal reservations where there is a problem of educating children; and, *Federal Aid and the Tax Problem* (15c), by Clarence Heer.

Office of Education

Recently released leaflets include: *Federal Funds for Education, 1937-38,* by Timon Covert (Leaflet No. 54. 10c), gives by States and Territories the amounts allotted from Federal funds for the several specific educational purposes; *Textbook Expenditures in Large City School Systems, 1932, 1934, and 1936,* by Lester B. Herlihy (Leaflet No. 29. 5c); another leaflet in the "Know Your School" series, *Know Your School Child,* by Mary Dabney Davis (Leaflet No. 51. 5c); and, a revised leaflet in the Guidance Leaflet series, *Pharmacy,* by Walter J. Greenleaf (Leaflet No. 14. 5c).

● New bulletins of interest are: *Statistics of the Education of Negroes, 1933-34 and 1935-36,* by David T. Blose and Ambrose Caliver (Bulletin 1938, No. 13. 10c); *Accredited Higher Institutions, 1938,* by Ella B. Ratcliffe (Bulletin 1938, No. 16. 20c), includes institutions for Negroes; *Statistics of Higher Education, 1935-36,* by Henry G. Badger, Frederick J. Kelly, and Walter J. Greenleaf (Bulletin 1937, No. 2. Advance Pages, 30c), includes institutions for Negroes; *Economic Status of Rural Teachers,* by Walter H. Gaumnitz (Bulletin 1937, No. 13. 10c), a study in which Howard and Fisk Universities participated; *Education in Germany,* by Alina M. Lindegren (Bulletin 1938, No. 15. 20c); and, *Education in the United States of America* (Bulletin 1939, Misc. No. 3. 15c), a publication prepared in connection with the eighth conference of the World Federation of Education Associations as a gift to the teachers

of South America. It is published also in Spanish and Portuguese.

Department of Labor

An interesting and valuable bulletin issued by the Women's Bureau is *The Negro Woman Worker,* by Jean Collier Brown (Bulletin of the Women's Bureau, No. 165. 10c). It includes a very good list of references on the subject.

Department of Agriculture

Interested persons will find the following publications very helpful: *Agricultural Statistics, 1938* (55c), prepared by the Yearbook Statistical Committee, Joseph L. Orr, chairman; *Housing Requirements of Farm Families in the United States,* by Maud Wilson (Misc. Publication No. 322. 10c); *The Farm-Housing Survey* (Misc. Publication No. 323. 15c), the results of a survey directed by the Bureau of Home Economics, in cooperation with the Bureau of Agricultural Engineering, the Extension Service, and the Office of the Secretary, with materials on white and nonwhite persons; and, *Barriers to Internal Trade in Farm Products,* a special report to the Secretary of Agriculture by George R. Taylor, Edgar L. Burtis, and Frederick V. Waugh, of the Bureau of Agricultural Economics.

Other Sources

The Department of Industrial Relations, National Urban League, 1133 Broadway, New York City, has published a *Vocational Guidance Bibliography* (8th edition, 25c), compiled by Ann Tanneyhill.

● Recent publications relating to health include: *Health Education by Isotype,* by Otto Neurath and H. E. Kleinschmidt (American Public Health Association, 50 W. 50th St., New York City. 25c), a booklet which explores the possible uses of Isotype, visual unit symbols, as a health education tool, and which as a visual method should prove invaluable to health workers; *The Nation's Health* (20c), discussion at the National Health Conference held in Washington, July 18-20, 1939, called by the Interdepartmental Committee to Coordinate Health and Welfare Activities to consider a National Health Program proposed in the report of the Technical Committee on Medical Care; and, *Toward Better National Health,* a pamphlet prepared as a brief report of the Technical Committee on Medical Care and the discussion at the National Health Conference (the latter two publications are available from the Superintendent of Documents, Washington, D. C.).

● The Group Service Bureau of *The Parents' Magazine,* 9 East 40th Street, New York, N. Y., is distributing its 1939-40 Study Program on the Preschool Child, and on the School-age Child entitled respectively, *Bringing Up a Happy Child,* and *Seeing Them Through the School Age.* These programs are designed for the use of Parent-Teacher Associations, mothers' clubs, child study groups and others interested in preschool and school-age children. The Bureau is also making available the following reprints: *An Intelligence Test for*

Parents, prepared by Bess V. Cunningham; *Ten Commandments for Parents,* by Paul M. Pittman; and, *Parents Know Your Job!* by Berton Braley.

● The National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C., has published the final report of the Committee on the Economic Status of the Rural Teacher entitled, *Teachers in Rural Communities* (50c). It represents the results of a national survey of the professional, social, cultural and economic status of teachers, and includes a section devoted to data on Negro teachers.

● *Vocational Guidance at Work Among Negroes in Georgia,* by Walter R. Chivers (Bulletin No. 9), is the second annual report of the Vocational Guidance Project sponsored by the colored division of the National Youth Administration of Georgia with headquarters in Atlanta. The report is both interesting and informative.

● The Department of Public Relations, General Motors Corporation, Detroit, has published *Electricity and Wheels,* by Ralph A. Richardson. This booklet gives in a simple manner an easily grasped story of the discoveries which led to the present knowledge of electricity and its application to the automobile.

● Two research monographs of the Division of Social Research of the Works Progress Administration, Washington, are: *Intercity Differences in Costs of Living in March, 1935, 59 Cities,* by Margaret Loomis Stecker (Research Monograph XII); and, *Rural Youth: Their Situation and Prospects,* by Bruce L. Melvin and Elna N. Smith (Research Monograph XV), which contains materials relating to Negro youth.

● Well worth examining are the following publications of the Division of Education and Recreation, WPA of the District of Columbia: *Adult Education Instructional Materials,* prepared by the Curriculum Workshop at the Howard University 1938 summer session under the direction of D. A. Wilkerson and Carroll Miller; and four readers for adults prepared by the Curriculum Specialists of the District of Columbia: *We Buy, We Buy and Sell, I Work, Our Home and Family.*

● *News of Books and Authors,* May-June, 1939 (Vol. I, No. 1), published by E. P. Dutton and Company, 300 Fourth Avenue, New York City, and edited by Florence W. Bowers is choke-full of interesting and valuable items about books and the people who write them.

Few men make themselves masters of the things they write or speak.
—John Selden.

Books for Your Summer Reading

(*In addition to the books reviewed in our regular review section, we are recommending the following books which will serve to give an exceedingly clear picture of the Negro from the beginnings of history to the present time.* Editor's note.)

If you are a student of history and particularly Negro history, you should read *Black Folk: Then and Now,* by W. E. Burghardt Du Bois.[1] If you are not such a student and perhaps believe that Africa is a land of wild people and savage beasts, or have a layman's knowledge of that "Dark Continent," then you too should give this book careful study. It is quite possible that many who have given much time to studying the Negro peoples of the world will find many unfamiliar facts and new leads in this important work of Atlanta University's professor of sociology whose writings and whose name are familiar to most of us.

Subtitled "An Essay in the History and Sociology of the Negro Race," Dr. Du Bois states in his preface that "This is not a work of exact scholarship; far too few studies in history and sociology are. But certainly those who write of human experience and social action today have a better ideal than yesterday for the careful establishing of fact and limitation of wish and conjecture. The kernel of this work is, I believe, a body of fairly well-ascertained truth . . . there is increasing curiosity as to the place of black men in future social development; in their relation to work, art and democracy; and judgment as to the future must depend upon the past. Yet this past lies shrouded not simply by widespread lack of knowledge but by a certain irritating silence. Few today are interested in Negro history because they feel the matter already settled: the Negro has no history. . . . The Negro has long been the clown of history; the football of anthropology; and the slave of industry. I am trying to show here why these attitudes can no longer be maintained. . ." This he ably does in the 383 pages of text material in this book, which he closes with a statement which should be given serious consideration by those who would plan for the future of world affairs: "The proletariat of the world consists not simply of white European and American workers but overwhelmingly of the dark workers of Asia, Africa, the islands of the sea, and South and Central America. These are the ones who are supporting a superstructure of wealth, luxury, and extravagance. It is the rise of these peoples that is the rise of the world. The problem of the twentieth century is the problem of the color line."

This scholarly work by a widely recognized scholar is required reading.

Arna Bontemps' new novel *Drums at Dusk*[2] takes us again to Haiti and its eastern republic Santo Domingo, which he prefers to call by the French name, Saint Domingue. It deals with that country at the time when it was on the verge of the only successful Negro insurrection in the New World. It is the story of Diron Desautels, son of a French naturalist and a member of a society of violent anti-slavery partisans, in love with the orphan Céleste, his activities in connection with the black agitators for freedom, and the callous Count de Sacy a banquet for whom touched off the rebellion smoldering in the countryside.

The historically significant crisis is ably pictured by Mr. Bontemps who writes of Haiti from long study and a visit there. You will enjoy reading this novel and recommending it to your friends.

Most Northerners, and many Southerners too, do not realize the actual conditions existing in most of the communities in the deep South in which Negroes and whites live in proximity to each other. An exhaustive study of such a community is presented in the book, *After Freedom,* by Hortense Powdermaker.[3] The author spent some time living in a Mississippi community as a participant-observer, studying the Negroes and whites in an effort "to view a unit of southern American culture in terms of human beings who have inherited a historical situation and whose personalities are being constantly affected by the culture in which they live."

The study of Cottonville is presented in six parts: The Social Scene, Economic Considerations, Cohesion and Conflicts in the Negro Family, Religion and Superstition, Education, and The Negro's Response to the Situation. Readers should be inclined to agree with the author's closing statement after reading this interesting book: "The Negro in Cottonville is not constantly brooding upon the problems and the progress of his group. He loves and marries; he finds joy in his children; he forms friendships, he has a rollicking good time at the church socials. He believes, perhaps, that he is of the Lord's chosen people and that heaven awaits him; he enjoys the peasant's satisfaction in contact with the soil, if he is not too overwhelmed by the discouragements of the sharecropping system. It may be that he achieves distinction within his circle. He himself does not realize the full extent to which his special circumstances condition for him the normal processes of living. Yet he is well aware that basic to the development of his people and the private experiences of his life are the racial situation and the system with which it is interlocked. . . . Themselves the resultant of opposing forces, the inter-racial situation and the conditions inseparable from it in turn breed conflict, deeply felt by every person, black or white, in the Cottonville community: conflict of race against race, of class against class, of individual against individual, and of each individual within himself."

This cultural study should be an invaluable addition to your library.

In 1936 the thesis, "Social and Economic Influences on the Public Education of Negroes in Alabama, 1865-1930," was accepted by the Department of Education of the University of Chicago in partial fulfillment of the requirements for the degree of Doctor of Philosophy. Representing several years of intense research, this work by Horace Mann Bond was chosen as The Susan Colver Rosenberger Prize Essay in 1937. Recently it has been published under the title of *Negro Education in Alabama,* A Study in Cotton and Steel.[4]

Well-documented and interestingly written the study deals with educational facilities provided at public expense for the children of Negroes in Alabama, and the social and economic influences which have affected the separate schools in which those children have been formally educated. Fisk University's able Department of Education head traces the education of Negroes in that State from its beginning to 1930 and reaches two important conclusions: "social and economic influences form the basis for the existence of attitudes generated by the existence of a discrete social caste, tending to persist as an economic class; and that the strength of these attitudes are the most powerful forces to be discovered in the study of educational institutions in Alabama . . . the education of Negroes at public expense in Alabama has depended upon the social and economic utility which this education was thought to have for the class of white persons in control of legislation and finance. . . ."

The book is supplemented with a bibliography and extensive notes. It is indeed a "must" item in your library accessions.

A book which sheds much light on the factors surrounding the immigration of about 150,000 Negro aliens who were legally admitted to the United States between 1899 and 1937, is *The Negro Immigrant,* by Ira De Augustine Reid.[5] This publication is one in the series of studies in history, economics and public law edited by the Faculty of Political Science of Columbia University.

Atlanta University Sociology Professor Reid considers this group of immigrants, ninety per cent of whom are to be found in New York, Massachusetts, and Florida, and aims in his study "to present the significant aspects of Negro immigration; to analyze the impact of the United States culture upon the immigrant Negro groups and the effect of their cultures upon the native Negro population; and, finally, to present an inductive analysis of the problems and conflicts arising from this inter-cultural and intra-racial differentiation."

This is an interesting and valuable book. Readers should find of particular interest the life story as told by a Virgin Islander now holding a professional position in the United States, and included as a chapter in the volume. Some parts of it are not unfamiliar to many native Americans.

Stranger than fiction, more interesting and vital are the life histories of real people as told by them. A collection of such life histories has recently been published under the title of *These Are Our Lives.*[6] This unusual book contains 35 life histories of whites and Negroes in three basic fields of industry in the South—farm laborers, tenants and owners; factory and mill workers, people engaged in service occupations—and those on relief, as told by these people and written by members of the Federal Writers' Project of the Works Progress Administration in North Carolina, Tennessee, and Georgia.

This book represents a new idea which gives pictures of the lives of people in a wide range of occupations, personalities, and experience levels. The catchy titles to the stories—"Tore Up and a-Movin'", "Some Sort o' How", "Them That Needs", etc.—and the high level of interest makes of it the kind of a book with which you will want to spend a few uninterrupted hours.

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[1]*Black Folk: Then and Now,* by W. E. Burghardt Du Bois (New York, Henry Holt and Company. 1939. 401pp. $3.50).

[2]*Drums at Dusk,* by Arna Bontemps (New York, The Macmillan Company. 1939. 226pp. $2.50).

[3]*After Freedom,* by Hortense Powdermaker (New York, The Viking Press. 1939. 408pp. $2).

[4]*Negro Education in Alabama,* by Horace Mann Bond (Washington, The Associated Publishers, Inc. 1939. 358pp. $3).

[5]*The Negro Immigrant,* by Ira De A. Reid (New York, Columbia University Press, 1939. 261pp. $3.50).

[6]*These Are Our Lives,* by members of Federal Writers' Project, WPA (Chapel Hill, The University of North Carolina Press. 1939. 421pp. $2).

EDUCATIONAL NEWS AND EVENTS

Named

E. Franklin Frazier, professor and head of the Department of Sociology at Howard University was named to the executive board of the Eastern Sociological Society at the Tenth Annual Convention of the organization held recently. His new book "The Negro Family in the United States" will be published by the University of Chicago Press in June.

Housing

Low income Negro families in 10 communities from New England to the deep South will participate in the slum clearance and low-rent housing program of the United States Housing Authority under terms of loan contracts with local authorities which recently received Presidential approval.

ATA Convention

The 36th Annual Convention of

the American Teachers Association will be held in Atlantic City, New Jersey, July 25-28. The theme of the meeting will be "The Role of the School in the Formation of Character."

Parent-Teacher Congress

The National Congress of Colored Parents and Teachers will convene in Atlantic City, New Jersey, July 24-27. The theme of the meeting will be "Meeting the Educational Needs of Today for the Child and the Parent." Specialists in different fields will endeavor to simplify the P.T.A. program by giving to all present a usable knowledge which may in turn be taken home by the delegates.

Dedicated

At Morgan College on May 24, was dedicated the new Library Building. The dedicatory address was delivered by Dr. Joseph L. Wheeler, Librarian of the Enoch Pratt Free Library in Baltimore.

At Howard University on May 25, was dedicated the new Founders Library. The dedicatory address was delivered by Harold L. Ickes, Secretary of the Interior.

WPA Index

In the recently issued volume 2 of the Index of Research Projects issued by the Works Progress Administration are data from studies undertaken by State Planning Boards. Some of these studies reveal the plight of Negro farm tenants and sharecroppers; the threat to health of crowded Negro neighborhoods; and the inequality of educational opportunity for Negroes.

Community Recreation

The June issue of *Recreation* is the Year Book Number. Included in it are figures relative to community recreation for Negroes in 1938. They show that although there were fewer playgrounds than in 1937, there was an increase of 18 per cent in the number open the year round; there was an increase of 23 per cent in the number of recreation buildings. Also included are the highly valuable "Tables of Playground and Community Recreation Statistics for 1938.

COLLEGE ACTIVITIES

● Dr. Joseph F. Drake, President of Alabama A & M College delivered the commencement address at **Lincoln University** (Mo.). Rev. C. A. Pugh, Topeka, Kansas, was the baccalaureate speaker. Fifty students from nine states were graduated.

● Dr. John Knox, Hartford Theological Seminary, Hartford, Connecticut, was the baccalaureate speaker at **Fisk University.** The commencement address was delivered by Dr. Homer P. Rainey, Chairman, American Youth Commission, Washington, D. C.

● President John M. Gandy addressed the graduates at the baccalaureate exercises at **Virginia State College.** Dr. Guy B. Johnson, University of North Carolina, was the commencement speaker.

● Dr. Frank L. Williams, Principal of Vashon High School, St. Louis, Missouri, delivered the principal address at the **Arkansas State College** commencement exercises.

Twenty-six students were awarded the Bachelor's degree. At the August convocation, 30 more are expected to qualify for degrees.

● At the 69th commencement of **Hampton Institute,** 200 students were graduated. The speaker was President Rufus E. Clement of Atlanta University.

● The 66th annual commencement of **Bennett College** featured an address by Lieutenant-Governor James L. McConaughy of Connecticut who is also president of Wesleyan University. Dr. Howard Thurman, Dean of the Chapel at Howard University, delivered the baccalaureate sermon. Forty-seven young women received degrees.

● **Howard University's** 70th annual commencement was featured by an address by President Rufus E. Clement of Atlanta University, and the conferring of honorary degrees upon Matthew A. Henson, William J. Hale, and Walter White.

● Mr. Harry Herbert Pace, President of the Supreme Liberty Life Insurance Company of Chicago was the speaker at the 70th commencement of **Atlanta University.**

(*Continued on page* 54)

DIGESTS AND REVIEWS

IN THE MAGAZINES

Journal of Negro Education

In the issue for April, Roy K. Davenport presents the results of *A Background Study of a Negro College Freshman Population.* The study was restricted to students whose high school training had been secured in 22 South Carolina counties. Professor Davenport found that the background of the students was generally not up to par. He concludes that "while it may be desired that public agencies will see the need for effecting better educational opportunities for Negroes, we must not conclude that improvement under the present situation is an impossibility. It has been demonstrated that there is a definite relation between return to teacher and effectiveness of the educational situation she creates. Since this is true, the teacher, despite the fact that salaries are low, can improve the level of her teaching if she so desires. For the sake of the racial group of which she is a part, it is to be hoped that the Negro teacher will work first for a better group of students and then only, for an improved economic return for the job she is doing."

Occupations

Teachers planning to visit the two Fairs will find much of value in the May issue. Information on occupations which can be secured by actual observation of workers at their tasks, and of exhibits, is included in the articles: *An Occupational Tour of Treasure Island,* by Spencer D.

Benbow, and *Occupations at the New York World's Fair,* by Elsa G. Becker. Also of interest is *Science Needs Self-Starters,* by H. H. Sheldon.

The Instructor

How Good Is Your Personality? by Lois Miller MacDougall, is a check chart for teachers which should prove of much value. Also in the June issue is the illustrated unit of work, *Life in a Large City,* by Marion Paine Stevens.

The English Journal

In the issue for May, Robert C. Pooley presents a discussion of *Varied Patterns of Approach in the Teaching of Literature,* and gives the following guide in the selection of patterns of teaching literature for local needs: "1. Considering the ages, abilities, and interests of the students who will take this course, what general aim of literature instruction do I place first in importance? 2. Which of the several patterns seems most efficient in the achievement of this aim? 3. What contributions of method from other patterns can be added for variety and effectiveness? 4. To what extent will the basic pattern permit of individualization of instruction? 5. How closely does the pattern follow the normal reading interests and habits of the students in this course? 6. How well does this plan admit of interesting and profitable activities? 7. How well am I equipped in materials and in necessary skills and backgrounds to pursue this plan successfully? (Especially important for the 'experience' and 'free-reading' patterns.) 8. How well does this plan correlate with the other courses these students will be taking?"

Opportunity

Some of the important articles in the May issue are: *Advance on the Art Front,* by Alain Locke; *South Africa Has Its Own Color Lines,* by R. R. Wright, Jr.; *Labor Gains on the Coast,* by Ford Bellson; and, *Choosing Books for Harlemites,* by Jean Blackwell.

The School Executive

The educational platform of *The School Executive* is presented in the May issue. Its soundness and broadness should meet with the approval of educators everywhere. In commenting on their 14-point program, the editors state that "no less an educational program is demanded if our heritage of democracy is to be preserved and increasingly realized in the United States. Its material cost will be more than returned to society ultimately through the increased productivity of an educated citizenry. In the meantime, upon educational executives, teachers and school board members rests primary responsibility for the development of a public opinion which will provide adequate financial support, a thoroughly modern curriculum, and freedom of teaching in all schools."

Negro Business

The first issue of this journal of the National Negro Business League was published in May. This quarterly has an able editorial board and is a welcome addition to the growing number of new Negro publications. Albon L. Holsey is the

managing editor. The publication office is located at Tuskegee Institute, Alabama.

Industrial Education Magazine

After forty years of publication, this magazine will be discontinued after the November, 1939, issue. This step is being taken by the publishers, The Manual Arts Press, because of the impaired health of the magazine's editor, Charles Alpheus Bennett. The guest editor of the May issue is Homer John Smith, professor of industrial education, University of Minnesota.

Music Educators Journal

The Music Teacher and Guidance, by William Raymond Sur, appears in the May issue. The writer concludes his interesting discussion with, "it should be emphasized that the teaching of music must be broadened to include guidance. The music department does not exist merely to prepare for concerts, operettas and contests or to serve as a general entertainment bureau for the school and the community. All of these worthy activities are functions of the music department but *guidance must be included.* When judging the work done by music teachers and the organizations they direct we must remember that it isn't the music that the child produces that counts half as much as *what is music doing for the child?"*

The Crisis

Among the articles in the May issue are: *Colleges for Today,* by Clara Glenn; *New Control of Tuberculosis,* by W. Roderick Brown; and, *A Lincoln Penny — and Our Thoughts,* by Elizabeth Yates Webb.

Hygeia

Articles in the issue for June well worth reading include: *Getting Ready for Married Life,* by Howard Dittrick; *Stand Up Straight,* by Alvia Brockway; *Protecting the Health of the Child the Parent's Responsibility,* by Elizabeth Cotton; and, *That Annual Check-Up,* by A. H. Aaron.

School Life

Adult Education of Negroes, by Ambrose Caliver, appears in the June issue. The writer discusses the educational, economic, and social problems of Negroes requiring special consideration in adult life. He also states that the adult education of Negroes "should not be different in objectives from that of other groups, but there should be a difference in amount and application. Because of their circumstances, they probably need more and a greater variety than others."

Child Study

The issue for May has as its theme "Our American Homes: Guardians of Democracy," and includes an editorial by Eleanor Roosevelt, and several valuable articles.

Journal of Home Economics

Democratic Living in a College Residence Hall, by Elizabeth C. Gibbs, in the June issue, describes the activities of the Skilleteers, an organization of students in Seth Low Hall at Teachers College, Columbia University. This group has a community kitchen-dining room,

popularly called the Student Kitchen, which they operate as a dormitory cooperative. The writer states that it offers social as well as economic values. "Here students get acquainted as they never would over the tea table in the drawing room. As white and colored, American and Chinese, rich and poor, young and old, fry their bacon and eggs on the same stove, eat at the same table, and wash their dishes together, social prejudices cease to exist. And over their coffee cups they sit long to discuss the problems of the house, the College, and the world at large. After sharing in an experience of this sort, students go out from Seth Low and take their places as teachers and leaders in their communities with the knowledge that democracy will work."

The Child

In the April issue are some of the addresses delivered at the North Carolina State-Wide Conference on Better Care for Mothers and Babies. Of particular interest is the address by Walter J. Hughes, M.D., *The Particular Needs of Negroes.*

BOOK REVIEWS

■ *A Handbook for Teachers,* by Joseph S. Butterweck and George A. Muzzey. (New York, E. P. Dutton and Company, Inc. 1939. 218pp. $2.25.)

Subtitled "An Integrating Course for Classroom Teachers in Secondary Schools" this book will greatly assist student teachers and teachers-in-service in adjusting what they have learned in the classroom to what they find in actual classroom situations.

There is included an appendix of helpful periodical references and a suggested professional library. The book furnishes a ready reference to modern classroom practices for all who are concerned with the education of youth.

■ *The Negro's God,* as Reflected in His Literature, by Benjamin E. Mays. (Boston, Chapman and Grimes. 1939. $2.)

Dr. Benjamin E. Mays, dean of the School of Religion, Howard University, has recently presented to the reading public a most interesting book. It is the first attempt, so far as I know, to state the American Negro's idea of God. In this study the author has done a rather thorough job in discovering what has been reflected in the songs and writings of

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these people. Here one might raise a few questions, however. First, to what extent do these writings express the Negro's thoughts about God, or to what extent does he express the current opinions of his environment? In other words, isn't it reasonable to believe that the Negro easily took on the customs, habits, thought concepts —religion included—of the dominant group? Second, how representative of the Negro masses are the opinions of the Negro intellectuals? In this book we do not find the opinions of the great inarticulate masses of Negroes who make up our churches.

The author has divided his study into three periods, namely, from 1760 to 1865, from 1865 to 1914, and from 1914 to 1937. The conception of God of Negro leaders has been carefully analyzed. Here I believe the chief value of the book consists, not in the views of any particular epoch, such as, during the slavery period when his conception was purely traditional and other-worldly; the reconstruction period, with increasing prejudice and social repression, when he insisted on a God of justice, and a God on the side of right; and the last period, following the outbreak of the World War, when he became more and more an agnostic or an unbeliever altogether. The fine data here assembled, giving a brief statement about most of the cultural and creative writers of the Negro group, from Richard Allen to Mordecai Johnson, expressing a philosophy, not of defeatism in a hostile environment, but a spirit of rebellion against wrong, and a desire to worship a God who helps him to come to grips with the problems of daily life, is a real contribution, showing the character and fibre of the Negro's soul.

I am of the opinion that the Negro's conception of God is just about the same conception as that of his white brethren, varying only on cultural levels rather than on racial differences. The changing views of God have come as a result of our increasing emphasis on material values. The Negro's continued belief in God, and the belief of all Americans for that matter, will depend on the utilitarian value of the God concept.

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Contributors

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EDUCATIONAL NEWS AND EVENTS

(*Continued from page* 49)

● The 58th commencement of **Spelman College** was featured by an address by Dean Miriam F. Carpenter of Wheaton College, Norton, Massachusetts.

● Commencement activities at **Morgan College** included a baccalaureate sermon by Reverend Edgar A. Love, Washington, D. C., and a commencement address by Dr. William Pickens, Field Secretary of the N.A.A.C.P.

● **Shaw University's** 74th commencement was featured by an address by Dr. J. B. Lawrence, secretary of the Baptist Home Mission Board. President William S. Nelson, Dillard University, delivered the baccalaureate address.

● The 54th graduating exercises of **Tuskegee Institute** included an address by Dr. Howard W. Odum of the University of North Carolina, and the conferring of honorary degrees on Miss Cecelia Cabaniss Saunders and Judge Randolph Wingfield.

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- "I find your magazine very interesting and helpful." (S. E. BROADDUS, Kentucky State College, Frankfort, Ky.)
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